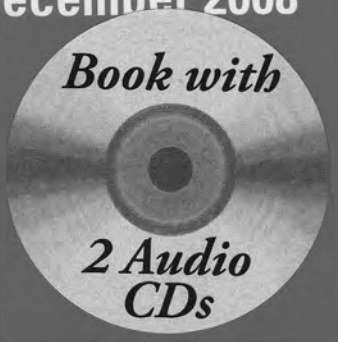
••• For updated exam from December 2008



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Test 1

PAPER 1 READING (1 hour)

Part 1

You are going to read a magazine article about an artist who paints flowers. For questions **1–8**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

An eye for detail

Artist Susan Shepherd is best known for her flower paintings, and the large garden that surrounds her house is the source of many of her subjects. It is full of her favourite flowers, most especially varieties of tulips and poppies. Some of the plants are unruly and seed themselves all over the garden. There is a harmony of colour, shape and structure in the two long flower borders that line the paved path which crosses the garden from east to west.

line 12 Much of this is due to the previous owners who were keen gardeners, and who left plants that appealed to Susan. She also inherited the gardener, Danny. 'In fact, it was really his garden,' she says. 'We got on very well. At first he would say, "Oh, it's not worth it" to some of the things I wanted to put in, but when I said I wanted to paint them, he recognised what I had in mind.'

Susan prefers to focus on detailed studies of individual plants rather than on the garden as a whole, though she will occasionally paint a group of plants where they are. More usually, she picks them and then takes them up to her studio. 'I don't set the whole thing up at once,' she says. 'I take one flower out and paint it, which might take a few days, and then I bring in another one and build up the painting that way. Sometimes it takes a couple of years to finish.'

Her busiest time of year is spring and early summer, when the tulips are out, followed by the poppies. 'They all come out together, and you're so busy,' she says. But the gradual decaying process is also part of the fascination for her. With tulips, for example, 'you bring them in and put them in water, then leave them for perhaps a day and they each form themselves into different shapes. They open out and are fantastic. When you first put them in a vase, you think they are boring, but they change all the time with twists and turns.'

Susan has always been interested in plants: 'I did botany at school and used to collect wild flowers from all around the countryside,' she says. 'I wasn't particularly interested in gardening then; in fact, I didn't like garden flowers, I thought they looked like the ones made of silk or plastic that were sold in some florists' shops – to me, the only real ones were wild. I was intrigued by the way they managed to flower in really awkward places, like cracks in rocks or on cliff tops.' Nowadays, the garden owes much to plants that originated in far-off lands, though they seem as much at home in her garden as they did in China or the Himalayas. She has a come-what-may attitude to the garden, rather like an affectionate aunt who is quite happy for children to run about undisciplined as long as they don't do any serious damage.

With two forthcoming exhibitions to prepare for, and a ready supply of subject material at her back door, finding time to work in the garden has been difficult recently. She now employs an extra gardener but, despite the need to paint, she knows that, to maintain her connection with her subject matter, 'you have to get your hands dirty'.

1 In the first paragraph, the writer describes Susan's garden as

A having caused problems for the previous owners.
B having a path lined with flowers.
C needing a lot of work to keep it looking attractive.
D being only partly finished.

2 What does 'this' in line 12 refer to?

A the position of the path
B the number of wild plants
C the position of the garden
D the harmony of the planting

3 What does Susan say about Danny?

A He felt she was interfering in his work.
B He immediately understood her feelings.
C He was recommended by the previous owners.
D He was slow to see the point of some of her ideas.

4 What is Susan's approach to painting?

A She will wait until a flower is ready to be picked before painting it.
B She likes to do research on a plant before she paints it.
C She spends all day painting an individual flower.
D She creates her paintings in several stages.

5 Susan thinks that tulips

A are more colourful and better shaped than other flowers.
B are not easy to paint because they change so quickly.
C look best some time after they have been cut.
D should be kept in the house for as long as possible.

6 Why did Susan enjoy studying wild flowers at school?

A She found the way they adapted to their surroundings fascinating.
B She used the lessons as a good excuse to get out of school.
C She was attracted by their different colours and shapes.
D She wanted to learn how to make copies of them in material.

7 How does the writer describe Susan's attitude to her garden?

A She thinks children should be allowed to enjoy it.
B She prefers planting flowers from overseas.
C She likes a certain amount of disorder.
D She dislikes criticism of her planting methods.

8 What point is Susan making in the final paragraph?

A It's essential to find the time to paint even if there is gardening to be done.
B It's important not to leave the gardening entirely to other people.
C It's good to have expert help when you grow plants.
D It's hard to do exhibitions if there are not enough plants ready in the garden.

Part 2

You are going to read a magazine article about letter writing. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

Drop me a line!

In our fast world of phones, emails and computers, the old-fashioned art of letter writing is at risk of disappearing altogether. Yet, to me, there is something about receiving a letter that cannot be matched by any other form of communication. There is the excitement of its arrival, the pleasure of seeing who it is from and, finally, the enjoyment of the contents.

Letter writing has been part of my life for as long as I can remember. It probably began with the little notes I would write to my mother. My mother, also, always insisted I write my own thank-you letters for Christmas and birthday presents. **9** ☐

When I left home at 18 to train as a doctor in London, I would write once a week, and so would my mother. Occasionally my father would write and it was always a joy to receive his long, amusing letters. **10** ☐ Of course, we also made phone calls but it is the letters I remember most.

There were also letters from my boyfriends. In my youth I seemed to attract people who had to work or study away at some time and I was only able to stay in touch by correspondence. **11** ☐ I found that I could often express myself more easily in writing than by talking.

I love the letters that come with birthday or Christmas cards. **12** ☐ And it's even nicer when it's an airmail envelope with beautiful stamps. My overseas letters arrive from Mangala in Sri Lanka, from someone I trained with over 20 years ago, and I have a penfriend in Australia and another in Vancouver.

Then there's the lady who writes to me from France. If we hadn't started talking in a restaurant on the way home from holiday, if my husband hadn't taken her photo and if I hadn't asked her for her address, I would never have been able to write to her. **13** ☐ As it is, we now have a regular correspondence. I can improve my French (she speaks no English); we have stayed at her home twice and she has stayed with us.

My biggest letter-writing success, however, came this summer, when my family and I stayed with my American penfriend in Texas. **14** ☐ Everyone was amazed that a correspondence could last so long. The local press even considered the correspondence worth reporting on the front page.

I am pleased that my children are carrying on the tradition. Like my mother before me, I insist they write their own thank-you letters. My daughter writes me little letters, just as I did to my mother. **15** ☐ However convenient communicating by email may appear to be, I strongly urge readers not to allow letter writing to become another 'lost art'.

A Most of the letters from home contained just everyday events concerning my parents and their friends.

B We had been corresponding for 29 years but had never met.

C It didn't matter how short or untidy they were as long as they were letters.

D Notes are appreciated, but how much better to have a year's supply of news!

E Poor handwriting can spoil your enjoyment of a letter.

F But instead of harming the relationships, letter writing seemed to improve them.

G She and my son have penfriends of their own in Texas, organised by my penfriend.

H More important, if she hadn't replied, we would be the poorer for it.

Part 3

You are going to read a magazine article in which five people talk about railway journeys. For questions **16–30**, choose from the people (**A–E**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers **on the separate answer sheet.**

Which person or people

found on returning years later that nothing had changed? **16** ☐

was unsure of the number of passengers on the train? **17** ☐

enjoyed the company of fellow passengers? **18** ☐

found the views from the train dramatic? **19** ☐ **20** ☐

welcomed a chance to relax on the trip? **21** ☐

was never disappointed by the journey? **22** ☐

has a reason for feeling grateful to one special train? **23** ☐

travelled on a railway which is no longer in regular service? **24** ☐

regretted not going on a particular train trip? **25** ☐

used to travel on the railway whenever possible? **26** ☐

learnt an interesting piece of information on a train journey? **27** ☐

took a train which travelled from one country to another? **28** ☐

says that the railway had been looked after by unpaid helpers? **29** ☐

was once considered not old enough to travel by train? **30** ☐

On the rails

Five celebrities tell Andrew Morgan their favourite memories of railway journeys.

A Andrea Thompson – Newsreader

I fell in love with the south of France a long time ago and try to get back there as often as I can. There's a local train from Cannes along the coast which crosses the border with Italy. It takes you past some of the most amazing seascapes. It never matters what the weather is like, or what time of the year it is, it is always enchanting. Out of the other window are some of the best back gardens and residences in the whole of France. You feel like someone peeping into the property of the rich and famous. The travellers themselves are always lively because there is an interesting mix of tourists and locals, all with different itineraries but all admirers of the breathtaking journey.

B Raj Patel – Explorer

I have enjoyed so many rail journeys through the years, but if I had to pick a favourite it would be the Nile Valley Express, which runs across the desert of northern Sudan. The one misfortune in my youth, growing up in South Africa, was missing out on a family train journey from Cape Town to the Kruger National Park. I was regarded as being too young and troublesome and was sent off to an aunt. When I came to live in England as a teenager, I still hadn't travelled by train. London Waterloo was the first real station I ever saw and its great glass dome filled me with wonder.

C Betty Cooper – Novelist

I am indebted to one train in particular: the Blue Train, which took my husband and me on our honeymoon across France to catch a boat to Egypt. It was on the train that my husband gave me a pink dress, which I thought was absolutely wonderful. Someone happened to mention that pink was good for the brain, and I've never stopped wearing the colour since. What I remember about the journey itself, however, is how lovely it was to travel through France and then by boat up the Nile to Luxor. It was, without a doubt, the perfect way to wind down after all the wedding preparations.

D Martin Brown – Journalist

We were working on a series of articles based on a round-the-world trip and had to cross a desert in an African country. There wasn't a road, so the only way we could continue our journey was to take what was affectionately known as the Desert Express. The timetable was unreliable – we were just given a day. We also heard that, in any case, the driver would often wait for days to depart if he knew there were people still on their way. When it appeared, there was a sudden charge of what seemed like hundreds of people climbing into and onto the carriages – people were even allowed to travel on the roof free. During the night, the train crossed some of the most beautiful landscapes I have ever seen. It was like a dream, like travelling across the moon.

E Arisu Mezuki – Actress

I imagine most people's favourite impressions of trains and railways are formed when they are young children, but that's not my case. I was brought up in Singapore and Cyprus, where I saw very few trains, let alone travelled on them. It wasn't until I was a teenager that trains began to dominate my life. I made a film which featured a railway in Yorkshire. Most of the filming took place on an old, disused stretch of the line which had been lovingly maintained by volunteers. That's where my passion for steam trains began. When we weren't filming, we took every opportunity to have a ride on the train, and, when I went back last year, it was as if time had stood still. Everything was still in place, even the gas lights on the station platform!

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

---

1 Your English friend Bill is a travel writer. He has written a chapter for a guidebook about a town you know well and you have just read it. Read Bill's letter and your notes. Then write a letter to Bill using **all** your notes.

Thanks for agreeing to check the chapter that I've written. Could you let me know what you liked about it? Also, if any of the information is inaccurate, please give me the correct information! And do you think there's anything else I should include?

Once again, thanks a lot for reading the chapter.

Bill

Notes for letter to Bill

- *Tell Bill what I liked about his chapter – places to visit, ...*
- *Give Bill correct information about*
  - *parking in city centre*
  - *museum opening times*
- *Suggest Bill includes information about nightlife – give him details*

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Do not write any postal addresses.

Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

---

2 You recently saw this notice in an English language computer magazine.

> **Reviews needed!**
>
> Do you play computer games? Write us a review of a computer game that you enjoy. Describe the game's good and bad points and say how easy or difficult it is to play. Also say what age group it is suitable for.
>
> A free game for the best review!

Write your **review**.

3 Your teacher has asked you to write a story for the college English language magazine. The story must **begin** with the following words:

It was only a small mistake but it changed my life for ever.

Write your **story**.

4 You have seen the following notice in an international magazine.

> **COMPETITION**
>
> **Is it better to live in a flat, a modern house or an old house?**
> **Write us an article giving your opinions.**
> **The best article will be published and the writer will receive £500.**

Write your **article**.

5 Answer **one** of the following two questions based on **one** of the titles below.

(a) *Officially Dead* by Richard Prescott
This is part of a letter from your friend Matthew.

> *In the book 'Officially Dead', Colin Fenton doesn't behave very well, does he? Do you have any sympathy for him or not?*
> *Write and tell me what you think. Matthew*

Write your **letter** to Matthew. Do not write any postal addresses.

(b) *Pride and Prejudice* by Jane Austen
Your English teacher has given you this essay for homework.

Compare the characters of Mr and Mrs Bennett and say whether you think they have a good marriage or not.

Write your **essay**.

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** joined **B** held **C** were **D** took

Thomas Edison

On the night of 21 October 1931, millions of Americans **(0)** ..... part in a coast-to-coast ceremony to commemorate the passing of a great man. Lights **(1)** ..... in homes and offices from New York to California. The ceremony **(2)** ..... the death of arguably the most important inventor of **(3)** ..... time: Thomas Alva Edison.

Few inventors have **(4)** ..... such an impact on everyday life, and many of his inventions played a crucial **(5)** ..... in the development of modern technology. One should never **(6)** ..... how revolutionary some of Edison's inventions were.

In many ways, Edison is the perfect example of an inventor – that is, not just someone who **(7)** ..... up clever gadgets, but someone whose products transform the lives of millions. He possessed the key characteristics that an inventor needs to **(8)** ..... a success of inventions, notably sheer determination. Edison famously tried thousands of materials while working on a new type of battery, reacting to failure by cheerfully **(9)** ..... to his colleagues: 'Well, **(10)** ..... we know 8,000 things that don't work.' Knowing when to take no **(11)** ..... of experts is also important. Edison's proposal for electric lighting circuitry was **(12)** ..... with total disbelief by eminent scientists, until he lit up whole streets with his lights.

1	**A**	turned out	**B**	came off	**C**	went out	**D**	put off
2	**A**	marked	**B**	distinguished	**C**	noted	**D**	indicated
3	**A**	whole	**B**	full	**C**	entire	**D**	all
4	**A**	put	**B**	had	**C**	served	**D**	set
5	**A**	effect	**B**	place	**C**	role	**D**	share
6	**A**	underestimate	**B**	lower	**C**	decrease	**D**	mislead
7	**A**	creates	**B**	shapes	**C**	dreams	**D**	forms
8	**A**	gain	**B**	make	**C**	achieve	**D**	get
9	**A**	announcing	**B**	informing	**C**	instructing	**D**	notifying
10	**A**	by far	**B**	at least	**C**	even though	**D**	for all
11	**A**	notice	**B**	regard	**C**	attention	**D**	view
12	**A**	gathered	**B**	caught	**C**	drawn	**D**	received

Part 2

For questions **13–24**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | A | F | T | E | R |

Vancouver

Vancouver in western Canada is named **(0)** ..after.. Captain George Vancouver of the British Royal Navy. However, Captain Vancouver was not the first European **(13)** ..... visit the area – the coast **(14)** ..... already been explored by the Spanish. Nor did Captain Vancouver spend many days there, even **(15)** ..... the scenery amazed him and everyone else **(16)** ..... was travelling with him.

The scenery still amazes visitors to **(17)** ..... city of Vancouver today. First-time visitors who are **(18)** ..... search of breathtaking views are usually directed to a beach about ten minutes **(19)** ..... the city centre. There, looking out over the sailing boats racing across the blue water, visitors see Vancouver's towering skyline backed by the magnificent Coast Mountains.

The city is regularly picked by international travel associations **(20)** ..... one of the world's best tourist destinations. They are only confirming what the two million residents and eight million tourists visiting Greater Vancouver **(21)** ..... single year are always saying: there is simply **(22)** ..... other place on earth quite **(23)** ..... it. It's not just the gorgeous setting that appeals to people, **(24)** ..... also Vancouver's wide range of sporting, cultural and entertainment facilities.

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | A | M | A | Z | E | M | E | N | T |

A job with risks

Have you ever got really caught up in the excitement and emotion of a good action film, and wondered in **(0)** amazement how film stars manage to perform **(25)** ..... acts like jumping off buildings or driving at great speed? Of course, it is only a momentary feeling as it is no secret that the real **(26)** ..... are almost invariably stunt men or women, who can earn a very good **(27)** ..... by standing in for the stars when necessary. The work is **(28)** ..... demanding, and before qualifying for this job they have to undergo a rigorous training programme and **(29)** ..... their ability in a number of sports including skiing, riding and gymnastics.

AMAZE
DANGER
PERFORM
LIVE
INCREDIBLE
PROOF

Naturally, the **(30)** ..... of the stunt performer is of the utmost importance. Much depends on the performer getting the timing exactly right so everything is planned down to the **(31)** ..... detail. In a scene which involves a complicated series of actions, there is no time for **(32)** ..... mistakes. A stunt man or woman often has only one chance of getting things right, **(33)** ..... film stars, who can, if necessary, film a scene **(34)** ..... until it gains the director's approval.

SAFE
TINY
CARE
LIKE
REPEAT

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given.

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:	**0**	*WERE DRIVEN INTO TOWN BY*

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

35 'Don't sit in front of the computer for too long,' our teacher told us.

WARNED

Our teacher ..... in front of the computer for too long.

36 We got lost coming home from the leisure centre.

WAY

We couldn't ..... from the leisure centre.

37 Mary didn't find it difficult to pass her driving test.

DIFFICULTY

Mary had ..... her driving test.

38 I always trust Carla's advice.

SOMEBODY

Carla ..... advice I always trust.

39 We appear to have been given the wrong address.

AS

It ..... we have been given the wrong address.

40 I couldn't understand the instructions for my new DVD player.

SENSE

The instructions for my new DVD player didn't ..... me.

41 It's a pity we didn't do more sport when I was at school.

COULD

I wish that ..... more sport when I was at school.

42 He described the hotel to us in detail.

DETAILED

He ..... of the hotel.

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

---

1 You overhear a young man talking about his first job.
How did he feel in his first job?

A bored

B confused

C enthusiastic

2 You hear a radio announcement about a dance company.
What are listeners being invited to?

A a show

B a talk

C a party

3 You overhear a woman talking to a man about something that happened to her.
Who was she?

A a pedestrian

B a driver

C a passenger

4 You hear a woman talking on the radio about her work making wildlife films.
What is her main point?

A Being in the right place at the right time is a matter of luck.

B More time is spent planning than actually filming.

C It is worthwhile spending time preparing.

5 You hear part of a travel programme on the radio.
Where is the speaker?

A outside a café

B by the sea

C on a lake

6 You overhear a woman talking about a table-tennis table in a sports shop.
What does she want the shop assistant to do about her table-tennis table?

A provide her with a new one

B have it put together for her

C give her the money back

7 You hear part of an interview with a businesswoman.
What is her business?

A hiring out boats

B hiring out caravans

C building boats

8 You hear a man talking on the radio.
Who is talking?

A an actor

B a journalist

C a theatre-goer

Part 2

You will hear a radio interview with Mike Reynolds, whose hobby is exploring underground places such as caves. For questions **9–18**, complete the sentences.

Cavers explore underground places such as mines and _____ **9** as well as caves.

When cavers camp underground, they choose places which have _____ *and* **10** available.

In the UK, the place Mike likes best for caving is _____ **11**

As a physical activity, Mike compares caving to _____ **12**

Cavers can pay as much as £20 for a suitable _____ **13**

Cavers can pay as much as £50 for the right kind of _____ **14**, which is worn on the head.

Mike recommends buying expensive _____ **15** to avoid having accidents.

Caving is a sport for people of _____ **16** and backgrounds.

Some caves in Britain are called 'places of _____ **17**

The need for safety explains why people don't organise caving _____ **18**

Part 3

You will hear five different people talking about their work on a cruise ship. For questions **19–23**, choose from the list (**A–F**) what each speaker says about their work. Use the letters only once. There is one extra letter which you do not need to use.

A One aspect of my job is less interesting than others.

Speaker 1 | | **19**

B My job involves planning for the unexpected.

Speaker 2 | | **20**

C You have to be sociable to do my job.

Speaker 3 | | **21**

D I don't like routine in my working life.

Speaker 4 | | **22**

E There's not much work to do during the day.

Speaker 5 | | **23**

F I provide passengers with a souvenir of their trip.

Part 4

You will hear an interview with a man called Stan Leach who is talking about adventure sports. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

24 Stan says that the best thing about walking is that you can

A get fit by doing it.

B please yourself how you do it.

C do it on your own.

25 Stan's opinion on scrambling is that

A people doing it may need to be accompanied.

B it is unsuitable for beginners.

C it is more exciting than walking.

26 What did Stan discover when he went climbing?

A It was not enjoyable.

B It was harder than he expected.

C It can be very frightening.

27 What does Stan say about mountain biking?

A Britain is not the best place for it.

B It is more expensive in Britain than elsewhere.

C It is best where there are lots of downhill slopes.

28 Stan's advice on scuba diving is that

A most of the courses for it are good.

B it is easier than it seems.

C you should think carefully before trying it.

29 What is Stan's view of skydiving?

A It is surprisingly popular.

B It is best when done in teams.

C Only certain types of people like it.

30 What does Stan say about canoeing?

A You can do it in conditions that suit you.

B It is best at certain times of the year.

C There are few places in Britain to do it.

PAPER 5 SPEAKING (14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (a one-minute 'long turn' for each candidate, plus 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (approximately 3 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (approximately 4 minutes)

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

PAPER 1 READING (1 hour)

Part 1

You are going to read an extract from a novel. For questions **1–8**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Miss Rita Cohen, a tiny, pale-skinned girl who looked half the age of Seymour's daughter, Marie, but claimed to be some six years older, came to his factory one day. She was dressed in overalls and ugly big shoes, and a bush of wiry hair framed her pretty face. She was so tiny, so young that he could barely believe that she was at the University of Pennsylvania, doing research into the leather industry in New Jersey for her Master's degree.

Three or four times a year someone either phoned Seymour or wrote to him to ask permission to see his factory, and occasionally he would assist a student by answering questions over the phone or, if the student struck him as especially serious, by offering a brief tour.

Rita Cohen was nearly as small, he thought, as the children from Marie's third-year class, who'd been brought the 50 kilometres from their rural schoolhouse one day, all those years ago, so that Marie's daddy could show them how he made gloves, show them especially Marie's favourite spot, the laying-off table, where, at the end of the process, the men shaped and pressed each and every glove by pulling it carefully
line 13 down over steam-heated brass hands. The hands were dangerously hot and they were shiny and they stuck straight up from the table in a row, thin-looking, like hands that had been flattened. As a little girl, Marie was captivated by their strangeness and called them the 'pancake hands'.

He heard Rita asking, 'How many pieces come in a shipment?' 'How many? Between twenty and twenty-five thousand.' She continued taking notes as she asked, 'They come direct to your shipping department?'

He liked finding that she was interested in every last detail. 'They come to the tannery. The tannery is a contractor. We buy the material and they make it into the right kind of leather for us to work with. My grandfather and father worked in the tannery right here in town. So did I, for six months, when I started working in the business. Ever been inside a tannery?' 'Not yet.' 'Well, you've got to go to a tannery if
line 23 you're going to write about leather. I'll set that up for you if you'd like. They're primitive places. The technology has improved things, but what you'll see isn't that different from what you'd have seen hundreds of years ago. Awful work. It's said to be the oldest industry of which remains have been found anywhere. Six-thousand-year-old relics of tanning found somewhere – Turkey, I believe. The first clothing was just skins that were tanned by smoking them. I told you it was an interesting subject once you get into it. My father is the leather scholar; he's the one you should be talking to. Start my father off about gloves and he'll talk for two days. That's typical, by the way: glovemen love the trade and everything about it. Tell me, have you ever seen anything being manufactured, Miss Cohen?' 'I can't say I have.' 'Never seen anything made?' 'Saw my mother make a cake when I was a child.'

He laughed. She had made him laugh. An innocent with spirit, eager to learn. His daughter was easily 30 cm taller than Rita Cohen, fair where she was dark, but otherwise Rita Cohen had begun to remind him of Marie. The good-natured intelligence that would just waft out of her and into the house when she came home from school, full of what she'd learned in class. How she remembered everything. Everything neatly taken down in her notebook and memorised overnight.

'I'll tell you what we're going to do. We're going to bring you right through the whole process. Come on. We're going to make you a pair of gloves and you're going to watch them being made from start to finish. What size do you wear?'

1 What was Seymour's first impression of Rita Cohen?

A She reminded him of his daughter.
B She was rather unattractive.
C She did not look like a research student.
D She hadn't given much thought to her appearance.

2 Seymour would show students round his factory if

A he thought they were genuinely interested.
B they telephoned for permission.
C they wrote him an interesting letter.
D their questions were hard to answer by phone.

3 What did Seymour's daughter like most about visiting the factory?

A watching her father make gloves
B helping to shape the gloves
C making gloves for her schoolfriends
D seeing the brass hands

4 The word 'shiny' in line 13 describes

A the look of the hands.
B the size of the hands.
C the feel of the hands.
D the temperature of the hands.

5 What does 'that' in line 23 refer to?

A the tannery business
B a visit to a tannery
C writing about leather
D working with leather

6 Seymour says that most tanneries today

A have been running for over a hundred years.
B are located in very old buildings.
C are dependent on older workers.
D still use traditional methods.

7 What does Seymour admire about his father?

A his educational background
B his knowledge of history
C his enthusiasm for the business
D his skill as a glovemaker

8 When she was a schoolgirl, Marie

A made her parents laugh.
B was intelligent but lazy.
C easily forgot what she had learned.
D was hard-working and keen.

Part 2

You are going to read a newspaper article about human beings getting taller. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

It's true – we're all getting too big for our boots

Chris Greener was fourteen when he told his careers teacher he wanted to join the navy when he left school. 'What do you want to be?' asked the teacher. 'The flagpole on a ship?' The teacher had a point – because Chris, though still only fourteen, was already almost two metres tall. Today, at 228 cm, he is Britain's tallest man.

Every decade, the average height of people in Europe grows another centimetre. Every year, more and more truly big people are born. Intriguingly, this does not mean humanity is producing a new super race. **9** Only now are we losing the effects of generations of poor diet – with dramatic effects. 'We are only now beginning to fulfil our proper potential,' says palaeontologist Professor Chris Stringer. 'We are becoming Cro-Magnons again – the people who lived on this planet 40,000 years ago.'

For most of human history, our ancestors got their food from a wide variety of sources: women gathered herbs, fruits and berries, while men supplemented these with occasional kills of animals (a way of life still adopted by the world's few remaining tribes of hunter-gatherers). **10** Then about 9,000 years ago, agriculture was invented – with devastating consequences. Most of the planet's green places have been gradually taken over by farmers, with the result that just three carbohydrate-rich plants – wheat, rice and maize – provide more than half of the calories consumed by the human race today.

11 Over the centuries we have lived on soups, porridges and breads that have left us underfed and underdeveloped. In one study in Ohio, scientists discovered that when they began to grow corn, healthy hunter-gatherers were turned into sickly, underweight farmers. Tooth decay increased, as did diseases. Far from being one of the blessings of the New World, corn was a public health disaster, according to some anthropologists.

12 The fact that most people relying on this system are poorly nourished and stunted has only recently been tackled, even by the world's wealthier nations. Only in Europe, the US and Japan are diets again reflecting the richness of our ancestors' diets.

As a result, the average man in the US is now 179 cm, in Holland 180 cm, and in Japan 177 cm. It is a welcome trend, though not without its own problems. **13** A standard bed-length has remained at 190 cm since 1860. Even worse, leg-room in planes and trains seems to have shrunk rather than grown, while clothes manufacturers are constantly having to revise their range of products.

The question is: where will it all end? We cannot grow for ever. **14** But what is it? According to Robert Fogel, of Chicago University, it could be as much as 193 cm – and we are likely to reach it some time this century.

However, scientists add one note of qualification. Individuals may be growing taller because of improved nutrition, but as a species we are actually shrinking. During the last ice age, 10,000 years ago, members of the human race were slightly rounder and taller – an evolutionary response to the cold. (Large, round bodies are best at keeping in heat.) **15** And as the planet continues to heat up, we may shrink even further. In other words, the growth of human beings could be offset by global warming.

A We must have some programmed upper limit.

B As they benefit from the changes in agriculture, people expect to have this wide variety of foods available.

C In fact, we are returning to what we were like as cavemen.

D This poor diet has had a disastrous effect on human health and physique.

E Since the climate warmed, we appear to have got slightly thinner and smaller, even when properly fed.

F Nevertheless, from then on agriculture spread because a piece of farmed land could support ten times the number of people who had previously lived off it as hunter-gatherers.

G One research study found that they based their diet on 85 different wild plants, for example.

H Heights may have risen, but the world has not moved on, it seems.

Part 3

You are going to read an article about guidebooks to London. For questions **16–30**, choose from the guidebooks (**A–F**). The guidebooks may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers **on the separate answer sheet.**

Of which guidebook(s) is the following stated?

It is frequently revised. **16** ☐

It is quite expensive. **17** ☐

Its appearance is similar to other books by the same publisher. **18** ☐

It contains some errors. **19** ☐

It is reasonably priced. **20** ☐

It shows great enthusiasm for the city. **21** ☐

It has always been produced with a particular market in mind. **22** ☐

It is written by people who have all the latest information. **23** ☐

It is written in a friendly style. **24** ☐ **25** ☐

It is part of the first series of its kind to be published. **26** ☐

It omits some sights which should be included. **27** ☐

It contains more information than other guides. **28** ☐

It might appeal to London residents. **29** ☐

Its information about places to eat is enjoyable to read. **30** ☐

London Guidebooks

Visitors to London, which has so much to offer, need all the help they can get. Alastair Bickley takes his pick of the capital's guidebooks.

Guidebook A

Informal and familiar in tone, this valuable book has much to offer. Produced by the same people who put together London's principal listings magazine, this is right up to date with what's happening in the city – very much its home ground. It is concise enough to cater for those staying for just a couple of days, yet covers all areas of interest to visitors in an admirably condensed and approachable way. On balance, this is the single most handy book to have with you in London.

Guidebook B

This book is beautifully illustrated, with cutaway diagrams of buildings and bird's-eye-view itineraries rather than plain maps. This is a model of the clear, professional design that is the recognisable trademark of this series. Its coverage of the main sights is strong, and visually it's a real treat – a delight to own as a practical guide. It's a bit pricey but well worth a look when you visit the bookshop.

Guidebook C

Probably the best-suited for a longish stay in the city. This guide surpasses its competitors in its sheer depth of knowledge and in the detail it provides. It's particularly handy for the thorough stroller with plenty of time on his or her hands, covering virtually every building or monument of any interest – and with well-drawn maps of each area. Its coverage of all types of restaurants, which encourages you to go out and try them, can also be appreciated from the comfort of your armchair.

Guidebook D

It is astonishing – and perhaps the greatest tribute one can pay to London as a city – that it's possible to have a high-quality holiday there and scarcely spend anything on admission charges. In this guide, the obvious bargains (National Gallery, British Museum, etc.) are almost lost among an impressive range of places which cost nothing to visit. It should pay more attention to the numerous wonderful churches in the City of London but otherwise this is a must for the seriously budget-conscious or the Londoner who is looking for something different (like me). The book itself isn't quite free, but at £4.95 you have to admit it's not far off it.

Guidebook E

This is the latest in the longest-standing series of budget guides and, unlike its competitors, it is still definitely aimed at young backpackers. Its description of the sights is less detailed than most and the accuracy of some of the information is surprisingly poor for such a regularly updated publication. However, it manages to cram in everything of significance, and is strongly weighted towards practicalities and entertainment.

Guidebook F

Here is a guide which comes with a distinct personality rather than following the style of the series to which it belongs. It is chatty, companionable, opinionated, crammed full of history and anecdotes as well as practical information. I can best describe the experience (for that's what it is) of reading this book as follows: imagine arriving in town and being taken in hand by a local who is determined to show you the best of everything and to give you the benefit of their considerable experience of a city for which they obviously hold a passion. It's a real delight.

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

---

1 Some British people are coming to your area and you have been asked to help organise the group's visit. Read the email you have received from Mrs Davidson, the leader of the group, and the notes you have made. Then write an email to Mrs Davidson using **all** your notes.

Email
From: Jane Davidson
Sent: 12 June
Subject: Group visit

We plan to arrive on 2 July, and will leave on 7 July. Are these the best dates?

Great! Festival on 5–6 July. Interesting because . . .

The group will be made up of 12 teenagers and 8 adults. I've been told the Grand Hotel is nice. Could you please tell me something about it?

Tell Mrs Davidson . . .

Some of the adults want to go shopping. Can you recommend one or two interesting shops to go to?

Suggest . . .

The teenagers would like to spend an afternoon playing sports. What are the main sports facilities in your area?

Explain to Mrs Davidson

We are all looking forward to our visit. Thank you very much for your help.

Jane Davidson

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

---

2 You have seen this announcement in an international music magazine.

> **MUSIC ON THE RADIO**
>
> Our readers tell us they love listening to music on the radio! What would your ideal evening music programme be? Write us an article:
> - telling us what type of music you'd like to hear
> - giving your suggestions for making the programme popular.
>
> The writer with the best ideas will win £1,000.

Write your **article**.

3 You have had a class discussion on being rich and famous. Your teacher has now asked you to write an essay on the following statement:

Everybody would like to be rich and famous.

Write your **essay**.

4 This is part of a letter from an English friend, Jo.

> *I leave school this summer and have a year free before university. I want to come to your country. First I'd like to spend some time travelling. Then I'd like to find a job for three months. Please give me some advice on travelling and working in your country.*
>
> *Thanks, Jo*

Write your **letter** to Jo. Do not write any postal addresses.

5 Answer **one** of the following two questions based on **one** of the titles below.

(a) *Officially Dead* by Richard Prescott
You receive this letter from your English friend Jaimie.

> There are some very unpleasant characters in 'Officially Dead', aren't there? Which person do you dislike most and why? Write and tell me.
>
> Jaimie.

Write a **letter** to Jaimie.

(b) *Pride and Prejudice* by Jane Austen
Your English teacher has given you this question for homework:

What future do you imagine for the marriages of the Wickhams and the Darcys?

Write your **essay**.

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** face **B** outline **C** surface **D** top

Under the city streets

While skyscraper offices and elegant apartment blocks remain the public **(0)** ..... of most major cities, these cities also have a mass of secret tunnels and hidden pipes below ground which keep everything working. This other world exists, forgotten or neglected by all but a tiny **(1)** ..... of engineers and historians.

For example, there are more than 150 kilometres of rivers under the streets of London. Most have been **(2)** ..... over and, sadly, all that **(3)** ..... is their names. Perhaps the greatest **(4)** ..... to the city is the River Fleet, a **(5)** ..... great river which previously had beautiful houses on its **(6)** ..... . It now goes underground in the north of the city and **(7)** ..... into the River Thames by Blackfriars Bridge.

The London Underground **(8)** ..... 1,000 kilometres of underground railway track winding under the capital and more than 100 stations below street level. Along some underground railway lines, commuters can sometimes catch a **(9)** ..... glimpse of the platforms of more than 40 closed stations which have been left under the city. **(10)** ..... some are used as film sets, most **(11)** ..... forgotten. Some have had their entrances on the street turned into restaurants and shops, but most entrances have been **(12)** ..... down.

1	**A**	number	**B**	amount	**C**	total	**D**	few
2	**A**	covered	**B**	protected	**C**	hidden	**D**	sheltered
3	**A**	stays	**B**	stops	**C**	remains	**D**	keeps
4	**A**	miss	**B**	absence	**C**	waste	**D**	loss
5	**A**	once	**B**	past	**C**	then	**D**	prior
6	**A**	borders	**B**	coasts	**C**	banks	**D**	rims
7	**A**	gets	**B**	flows	**C**	leaks	**D**	lets
8	**A**	holds	**B**	contains	**C**	has	**D**	consists
9	**A**	rapid	**B**	brief	**C**	fast	**D**	sharp
10	**A**	Despite	**B**	Unless	**C**	Although	**D**	Since
11	**A**	lie	**B**	last	**C**	live	**D**	lay
12	**A**	pulled	**B**	broken	**C**	brought	**D**	cut

Part 2

For questions **13–24**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: | 0 | | T | H | E | | | | | | | | | | | | | | | |

My home town

I was born in one of **(0)** ...the... most interesting cities in Malaysia. It has a rich, colourful history and many parts of the city have hardly changed at **(13)** ..... during the last five centuries. However, nowadays, it is **(14)** ..... longer the trade centre that it once **(15)** ..... . It is difficult to imagine that at one time its harbour **(16)** ..... to be visited by over 2,000 ships a week, and that the huge warehouses along the quayside would have **(17)** ..... full of spices and silks, jewels and tea.

The old city centre is small, which **(18)** ..... it very easy to explore **(19)** ..... foot. A river neatly divides the town, **(20)** ..... only physically but in spirit too. On one side, you find many grand houses, but on crossing the river, you find yourself in ancient Chinatown, where you really **(21)** ..... a step back into the past.

It is great fun to wander through the colourful, noisy backstreets. As **(22)** ..... as having shops that sell a wide range of clothes and shoes, some of these streets are also famous **(23)** ..... high-quality antiques. Unfortunately, most of the bargains disappeared many years ago. However, **(24)** ..... you look around carefully, you can still come across an interesting souvenir.

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line.** There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | E | X | I | S | T | E | N | C | E |

Bigfoot

There are some people who believe in the **(0)** ..... existence ..... of Bigfoot, a **(25)** ..... ape-like creature that is supposed to live in the mountains in the USA. In 1967 some hunters claimed to have **(26)** ..... filmed such a creature. The brief film, showing a huge creature walking slowly through the undergrowth, was broadcast worldwide and caused quite a sensation. Many people saw this as firm **(27)** ..... that Bigfoot is real.

EXIST
MYSTERY
ACCIDENT
PROVE

But now researchers have come to the **(28)** ..... that the film is merely a trick. After conducting a close **(29)** ..... of it, they claim to have identified a man-made fastener at the creature's waist. Bigfoot is, therefore, **(30)** ..... to be anything more than a very large man dressed up in an animal suit.

CONCLUDE
ANALYSE
LIKELY

Some Bigfoot fans remain unconvinced by the **(31)** ..... , though. They claim it is extremely **(32)** ..... that something as small as a zip fastener could be reliably identified on such an old film. In **(33)** ..... , they say that the creature caught on camera does not move like a human and that it is therefore **(34)** ..... a wild creature of nature. The debate goes on.

SCIENCE
DOUBT
ADD
TRUE

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given.

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:	**0**	*WERE DRIVEN INTO TOWN BY*

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet**.

---

35 The TV programme was so complicated that none of the children could understand it.

TOO

The TV programme was ..... the children to understand.

36 Luke knocked over the old lady's bicycle by accident.

MEAN

Luke ..... knock over the old lady's bicycle.

37 I've already planned my next holiday.

ARRANGEMENTS

I've already ..... my next holiday.

38 They say the ice in Antarctica is getting thinner all the time.

SAID

The ice in Antarctica ..... getting thinner all the time.

39 We didn't enjoy our walk along the seafront because it was so windy.

PREVENTED

The strong wind ..... our walk along the seafront.

40 It looks as if Susan has left her jacket behind.

SEEMS

Susan ..... her jacket behind.

41 A newly qualified dentist took out Mr Dupont's tooth.

HAD

Mr Dupont ..... by a newly qualified dentist.

42 Antonio only lost the 100-metre race because he fell.

NOT

If Antonio had ..... won the 100-metre race.

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

---

1 You hear part of an interview in which a film director talks about his favourite movie.
Why does he like the film?

A It is very funny.

B It is very exciting.

C It is very romantic.

2 You hear a man talking about a sofa he bought.
What is he complaining about?

A He received the wrong sofa.

B The shop overcharged him for the sofa.

C The sofa was damaged.

3 You hear an actor talking about using different accents in his work.
What point is he making about actors?

A They need to study a wide variety of accents.

B They have to be able to control their use of accents.

C They should try to keep their original accents.

4 You hear part of an interview in which a man is talking about winning his first horse race.
What does he say about it?

A He found it rather disappointing.

B He didn't have a chance to celebrate.

C He was too tired to care.

5 You hear a writer of musicals talking on the radio.
What is he trying to explain?

A why his aunt's career was not very successful

B the difference between American and British musicals

C his reasons for becoming a writer of musicals

6 You hear the beginning of a lecture about ancient history.
What is the lecture going to be about?

A trade in arms and weapons

B trade in luxury household goods

C trade in works of art

7 You hear a man talking about travelling from London to France for his job.
What does he say about the train journey?

A He's able to use it to his advantage.

B It's a boring but necessary part of his job.

C He enjoys the social aspect of it.

8 You hear a woman in a shop talking about some lost photographs.
What does she think the shop should give her?

A some money

B a replacement film

C an apology

Part 2

You will hear part of a radio interview with a woman who sailed round the world on her own. For questions **9–18**, complete the sentences.

Anna was employed by a _____ **9** when she first started sailing.

The idea of sailing round the world came from a book called

_____ **10**

Anna spent some time _____ **11** the boat before taking it out to sea.

Anna tested her boat on a trip which lasted for only

_____ **12** because it was damaged.

Anna got the money she needed to make the trip from various

_____ **13** companies.

Anna's worst problem during the trip was when she felt

_____ **14** because the boat was going so slowly.

Anna found the

_____ **15** in the Southern Ocean the most exciting part of the trip.

On her return, Anna phoned the _____ **16** to ask for a certificate.

Anna's claim was doubted because she hadn't been in contact with people on

_____ **17** during her trip.

Anna's story was finally believed after her

_____ **18** had been checked.

Part 3

You will hear five young people talking about what makes a good teacher. For questions **19–23**, choose from the list (**A–F**) which of the opinions each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

A A good teacher praises effort.

B A good teacher knows the subject well.

C A good teacher is strict.

D A good teacher is available outside the classroom.

E A good teacher is entertaining.

F A good teacher has experience.

Speaker 1 ☐ **19**

Speaker 2 ☐ **20**

Speaker 3 ☐ **21**

Speaker 4 ☐ **22**

Speaker 5 ☐ **23**

Part 4

You will hear a radio interview about a mountain-climbing weekend. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

24 How did Douglas feel when he booked the weekend?

A sure that he would enjoy training for it

B uncertain if it was a good idea for him

C surprised that such activities were organised

25 Douglas expected that the experience would help him to

A meet people with similar interests.

B improve his physical fitness.

C discover his psychological limits.

26 He was surprised that the other participants

A were there for reasons like his.

B were experienced climbers.

C were in better condition than him.

27 What did one of his friends say to him?

A He was making a mistake.

B Climbing was fashionable.

C She was envious of him.

28 What did the people plan at the end of the trip?

A to send each other postcards

B to take a different sort of trip together

C to go on another climbing trip together

29 In what way did Douglas change as a result of the trip?

A He developed more interest in people.

B He became more ambitious.

C He began to notice more things around him.

30 Douglas's boots are still muddy because he wants them to

A remind him of what he has achieved.

B warn him not to do it again.

C show other people what he has done.

PAPER 5 SPEAKING (14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (a one-minute 'long turn' for each candidate, plus 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (approximately 3 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (approximately 4 minutes)

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Test 3

PAPER 1 READING (1 hour)

Part 1

You are going to read a magazine article in which a father describes his relationship with his son. For questions **1–8**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

Gary and Me

The restaurant owner John Moore writes about his relationship with his son Gary, the famous TV chef.

I believe everyone's given a chance in life. My son, Gary, was given his chance with cooking, and my chance was to run a restaurant. When I heard about the opportunity, I rushed over to look at the place. It was in a really bad state. It was perfect for what I had in mind.

Coming into this business made me recall my childhood. I can remember my mother going out to work in a factory and me being so upset because I was left alone. With that in mind, I thought, 'We want time for family life.' My wife dedicated herself to looking after the children and did all my accounts, while I ran the business. We lived over the restaurant in those days, and we always put a lot of emphasis on
line 16 having meals together. It's paid dividends with our children, Gary and Joe. They're both very confident. Also, from a very early age they would come down and talk to our regular customers. It's given both of them a great start in life.

Gary was quite a lively child when he was really small. We had a corner bath, and when he was about seven he thought he'd jump into it like a swimming pool, and he knocked himself out. When he was older he had to work for pocket money. He started off doing odd jobs and by the age of about ten he was in the kitchen every weekend, so he always had loads of money at school. He had discipline. He used to be up even before me in the morning. If you run a family business, it's for the family, and it was nice to see him helping out.

Gary wasn't very academic, but he shone so much in the kitchen. By the age of 15 he was as good as any of the men working there, and sometimes he was even left in charge. He would produce over a hundred meals, and from then I knew he'd go into catering because he had that flair. So when he came to me and said, 'Dad, I've got to do work experience as part of my course at school,' I sent him to a friend of mine who's got a restaurant.

Gary recently took up playing the drums and now he has his own band. Goodness knows what will happen to the cooking if the music takes off. My advice to Gary would be: if you start chasing two hares, you end up catching neither, so chase the hare you know you're going to catch. He understood when I said to him: 'Gary, if you're going to get anywhere in life, you've got to do it by the age of 30. If you haven't done it by then, it's too late.' *line 52*

Gary went to catering college at the age of 17, and on his first day he and the other new students – they're normally complete beginners – were given what's supposed to be a morning's work. But within an hour Gary had chopped all his vegetables, sliced all his meats. He'd prepared everything. That's my son for you! In the end, he was helping other people out.

None of us can believe how successful Gary's TV cookery series has become. I'm extremely proud of him. I've always tried to tell him that if you want something, you've got to work jolly hard for it, because no one gives you anything. He's seen the opportunity he's been given and grabbed hold of it with both hands. You know, you talk to your children as they grow up, and if they only take in ten per cent of what you've told them, you've got to be happy with that. The things Gary says, the things he does, I think, well, he must have listened sometimes.

1 How did the writer react to his own big chance?

A He worried about the problems.
B He saw what could be done.
C He thought the family would suffer.
D He wondered if he should take it.

2 How did the writer's childhood influence his own family life?

A He realised that the pattern was repeating itself.
B He encouraged his children to talk to him.
C He made sure there was plenty of personal contact.
D He asked his wife to stay at home.

3 What does the writer mean by 'paid dividends' in line 16?

A brought financial reward
B produced benefits
C was worth the suffering
D allowed money to be saved

4 As a young boy, Gary

A showed how determined he could be.
B was always in trouble.
C was motivated by money.
D demonstrated a variety of talents.

5 What is Gary's father's attitude to Gary playing in a band?

A pleased that he has a hobby he enjoys
B interested in how he can introduce music into the restaurant
C concerned that music may interfere with his career
D doubtful whether he will have time to improve his technique

6 What does 'done it' refer to in line 52?

A chosen a profession
B achieved success
C caught a hare
D lived your life

7 According to his father, what was typical about Gary's behaviour on his first day at college?

A He helped other people.
B He impressed those in charge.
C He tried to make his father proud.
D He performed the task efficiently.

8 How does his father regard Gary's upbringing?

A His encouragement has caused Gary's success.
B The family influence on Gary was too strong.
C Gary has forgotten important lessons.
D Gary has learnt some essential things.

Part 2

You are going to read an extract from a magazine article about underwater exploration. Seven sentences have been removed from the extract. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

IN HOT WATER

Rachel Mills is a scientist who spends as much time as she can at the bottom of the Atlantic Ocean.

Rachel Mills teaches and does research into marine geochemistry, which means she studies the chemical processes happening in the sea. She is a lecturer at the Oceanography Centre at Southampton University. When she isn't teaching, she lowers herself into a steel vehicle, a vessel for underwater exploration the size of a small car, and dives three kilometres down into the Atlantic Ocean to study underwater volcanoes.

'Inside,' she says, 'space is so limited that I can reach out and touch the two pilots.' **9** A dive can last for 16 hours – three hours to reach the ocean floor, ten hours gathering samples of rock and water and then three hours to get back up to the surface again.

'If anything happens, and you have a problem and have to get to the top quickly, you can hit a panic button.' The outside drops away leaving a small circular escape vessel that gets released, and it's like letting go of a ping-pong ball in the bath – it goes rapidly to the surface. **10**

'I didn't know how I was going to react the first time I climbed into the vehicle. It was on the deck of a ship and I got in with an instructor. **11** They were testing me to see how I would react to being in such a small place.'

Now Rachel has made six dives. Last year she dived with a Russian crew. 'We went to a site which was a five-day sail west of the Canary Islands in the Atlantic. **12** It is where the Atlantic Ocean comes alive. The Russian team were dropping off some scientific equipment there to discover the effect of a multi-national programme that would make a hole 150 metres through a volcano.'

When she isn't at sea, Rachel is in her office at the Oceanography Centre, Southampton. 'Two thirds of my salary comes from teaching, which I love, but I do it so I can get on with my research into the "black smokers".' This is just another name for underwater volcanoes – water comes out of the rock and turns into what looks like black smoke. **13**

'The only time I've been frightened is when I first went down with the Americans. We were towing equipment on a 50-metre rope when suddenly there was an explosion. There was this immense bang as the shock waves hit our vehicle and I thought, "I'm going to die." We stared at each other in silence, waiting. **14** The relief was incredible – we were still alive!'

'It's such an adventure diving down to the deepest part of the ocean. Every time I look out of the porthole and see those chimneys, there is such a sense of wonder. **15** I had studied the black smokers for three years for my PhD. When I got down there and saw them for real, it was such an amazing feeling.'

A Here, on the ocean floor, is a huge area of underwater volcanoes, their chimneys all blowing out black smoke.

B Here I am on the bottom of the sea, and no one else on this planet has ever before seen them.

C 'No one's tested it yet, but I don't think it would be a very pleasant journey.'

D He then talked me through the emergency procedures, including what to do if the pilot had a heart attack!

E They are used to these conditions, which mean they can't stand up or move, and they must stay inside until someone opens the door from the outside.

F When it didn't happen, we couldn't believe it.

G This pours out at a rate of one metre per second and at a temperature of 350 degrees.

H After that, as you get really deep, it's near freezing point so you need a sweater, thick socks, gloves and a woolly hat.

Part 3

You are going to read an article about the effect of advertising on children. For questions **16–30**, choose from the sections of the article (**A–F**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet.**

Which section of the article mentions

the kind of shop in which TV advertising expects to see results?	**16**
the influence a parent has had over their child's views?	**17**
the fact that children do not understand why their parents refuse their demands?	**18**
a parent who understands why children make demands?	**19**
a family who rarely argue while shopping?	**20**
someone who feels children ought to find out for themselves how to make decisions about what to buy?	**21**
the fact that parents can be mistaken about what food is good for you?	**22**
an unexpected benefit for shops?	**23**
a parent who regrets buying what their children have asked for?	**24**
a parent who has different rules for themselves and their children?	**25**
a parent who feels annoyed even before the children ask for anything?	**26**
the fact that parents blame the advertisers for the difficult situation they find themselves in?	**27**
the regularity of children's demands?	**28**
the need for parents to discuss food with their children?	**29**
a TV advertising rule which has little effect?	**30**

Young Shoppers

A Supermarket shopping with children, one mother says, is absolute murder: 'They want everything they see. If it's not the latest sugar-coated breakfast cereal, it's a Disney video or a comic. Usually all three. I can't afford all this stuff and, anyway, if I agree to their demands I feel I've been persuaded against my better judgement and I feel guilty about buying and feeding them rubbish. Yet I hate myself for saying no all the time, and I get cross and defensive in anticipation as we leave home. I do my best to avoid taking them shopping but then I worry that I'm not allowing them to have the experience they need in order to make their own choices. I can't win.'

B Research has found that children taken on a supermarket trip make a purchase request every two minutes. More than £150 million a year is now spent on advertising directly to children, most of it on television. That figure is likely to increase and it is in the supermarket aisles that the investment is most likely to be successful. For children, the reasons behind their parents' decisions about what they can and cannot afford are often unclear, and arguments about how bad sugar is for your teeth are unconvincing when compared with the attractive and emotionally persuasive advertising campaigns.

C According to Susan Dibb of the National Food Alliance, 'Most parents are concerned about what they give their children to eat and have ideas about what food is healthy – although those ideas are not always accurate. Obviously, such a dialogue between parents and children is a good thing, because if the only information children are getting about products is from TV advertising, they are getting a very one-sided view. Parents resent the fact that they are competing with the advertising industry and are forced into the position of repeatedly disappointing their children.' The Independent Television Commission, which regulates TV advertising, prohibits advertisers from telling children to ask their parents to buy products. But, as Dibb points out, 'The whole purpose of advertising is to persuade the viewer to buy something. So even if they cannot say, "Tell your mum to buy this product," the intended effect is precisely that.'

D A major source of stress for some parents shopping with children is the mental energy required to decide which demands should be agreed to and which should be refused. One mother says she has patience when it comes to discussing food with her children, but she still feels unhappy about the way she manages their shopping demands: 'My son does pay attention to advertisements but he is critical of them. We talk a lot about different products and spend time looking at labels. I've talked about it so much that I've brainwashed him into thinking all adverts are rubbish. We have very little conflict in the supermarket now because the children don't ask for things I won't want to buy.'

E Parents also admit they are inconsistent, even hypocritical, in their responses to their children's purchasing requests. Mike, father of a son of seven and a daughter of three, says, 'We refuse to buy him the sweets he wants on the grounds that it's bad for him while we are busy loading the trolley with double cream and chocolate for ourselves. It's enjoyable to buy nice things, and it's quite reasonable that children should want to share that, I suppose. But I still find myself being irritated by their demands. It partly depends on how I feel. If I'm feeling generous and things are going well in my life, I'm more likely to say yes. It's hard to be consistent.'

F Supermarkets themselves could do a lot more to ease parent–child conflict by removing sweets from checkout areas or even by providing supervised play areas. Although parents might spend less because their children are not with them, the thought of shopping without your six-year-old's demands would surely attract enough extra customers to more than make up the difference.

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

1 Your English friend Tom came to visit you recently and he has just sent you an email and some photographs. Read Tom's email and the notes you have made. Then write an email to Tom using **all** your notes.

Email
From: Tom Smith
Sent: 6 March
Subject: Visit

Thanks for taking me to the airport. I hope your journey home wasn't too long.

Over 3 hours because . . .

I really enjoyed staying with you. Here are the photos I took. Which one do you like best?

Tell Tom

When I got home, I realised I'd left my watch behind. It's green and gold. You haven't found it, have you?

Yes! Explain where . . .

I think we'll have a great time together when you come here in September. We could either spend the whole time in my family's flat in the city or stay on my uncle's farm in the countryside. Which would you like to do?

Say which and why

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in 120–180 words in an appropriate style.

---

2 Your teacher has asked you to write an essay giving your opinions on the following statement:

Your teenage years are the best years of your life!

Write your **essay**.

3 You see the following notice in an international magazine.

> **Be someone famous for a day**
>
> If you could change places for 24 hours with a famous person alive today, who would you choose, and why?
>
> The best article will be published in our magazine next month.

Write your **article**.

4 You recently attended a music festival. When you visited the organiser's website afterwards, you saw they were asking for reviews of the event. You decide to write a review for the website. In your review say what kind of music you heard at the festival and whether you would recommend the festival to other people in future years.

Write your **review**.

5 Answer **one** of the following two questions based on **one** of the titles below.

(a) *Officially Dead* by Richard Prescott
This is part of a letter from your English friend Emily.

> *The characters in 'Officially Dead' seem to be either very weak or very strong. Which character do you think is the strongest and which one is the weakest? Write and tell me. Emily*

Write your **letter** to Emily.

(b) *Pride and Prejudice* by Jane Austen
Your English teacher has given you this question for homework:

Which part of 'Pride and Prejudice' do you think is the most interesting, and why?

Write your **essay**.

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** catch **B** pick **C** find **D** gain

A good start to a holiday

I had never been to Denmark before, and when I set out to **(0)** ..... the ferry in early May, I little **(1)** ..... that by the end of the trip I'd have made such lasting friendships.

I wanted to **(2)** ..... my time well, so I had planned a route which would **(3)** ..... several small islands and various parts of the countryside. I arrived at Esbjerg, a **(4)** ..... port for a cyclist's arrival, where tourist information can be obtained and money changed. A cycle track **(5)** ..... out of town and down to Ribe, where I spent my first night.

In my **(6)** ..... , a person travelling alone sometimes meets with unexpected hospitality, and this trip was no **(7)** ..... . In Ribe, I got into conversation with a cheerful man who turned **(8)** ..... to be the local baker. He insisted that I should **(9)** ..... his family for lunch, and, while we were eating, he contacted his daughter in Odense. Within minutes, he had **(10)** ..... for me to visit her and her family. Then I was **(11)** ..... on my way with a fresh loaf of bread to keep me **(12)** ..... , and the feeling that this would turn out to be a wonderful holiday.

1	**A**	wondered	**B**	suspected	**C**	doubted	**D**	judged
2	**A**	take	**B**	serve	**C**	exercise	**D**	use
3	**A**	include	**B**	contain	**C**	enclose	**D**	consist
4	**A**	capable	**B**	ready	**C**	favourable	**D**	convenient
5	**A**	leads	**B**	rides	**C**	moves	**D**	connects
6	**A**	experience	**B**	knowledge	**C**	observation	**D**	information
7	**A**	difference	**B**	change	**C**	exception	**D**	contrast
8	**A**	up	**B**	out	**C**	in	**D**	over
9	**A**	greet	**B**	see	**C**	join	**D**	approach
10	**A**	arranged	**B**	fixed	**C**	settled	**D**	ordered
11	**A**	passed	**B**	sent	**C**	begun	**D**	put
12	**A**	doing	**B**	making	**C**	being	**D**	going

Part 2

For questions **13–24**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | A | W | A | Y | | | | | | | | | | | | | |

Dealing with waste plastic

Every year people throw **(0)** ...*away*... millions of tonnes of plastic bottles, boxes and wrapping. These create huge mountains of waste that are extremely hard to get **(13)** ..... of. Now a new recycling process promises to reduce this problem by turning old plastic **(14)** ..... new.

Scientists have taken **(15)** ..... long time to develop their ideas because waste plastic has always been a bigger problem **(16)** ..... substances like waste paper. You can bury plastic, but it takes many years to break down. If you burn it, it just becomes another form of pollution. A **(17)** ..... products, for example bottles, can be re-used, but it is expensive or difficult to do this **(18)** ..... a lot of plastic products.

Now a group of companies has developed a new method **(19)** ..... recycling that could save almost **(20)** ..... plastic waste. Nearly every type of waste plastic can be used: it does **(21)** ..... have to be sorted. In addition, labels and ink may be left **(22)** ..... the products. Everything is simply mixed together **(23)** ..... heated to more than 400 degrees centigrade **(24)** ..... that it melts. It is then cooled, producing a waxy substance that can be used to make new plastic products, including computer hardware.

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | A | S | L | E | E | P |

An unusual swimming club

While most sensible people are still fast **(0)** asleep, members of a special club in Britain **(25)** ..... leave the warmth of their beds for an **(26)** ..... swim in water with a temperature struggling to get beyond seven degrees centigrade. This behaviour may seem rather odd to you – indeed, it may sound like complete **(27)** ..... – but these swimmers firmly believe that it is **(28)** ..... to take exercise in this way, even in the depth of winter.

SLEEP
CHEER
ENERGY
MAD
HEALTH

(29) ..... of the club requires daily swimming outdoors in a nearby lake. When members are asked why they do it, the common **(30)** ..... is that it makes them feel wonderful. The swimmers claim that immersing their bodies **(31)** ..... in very cold water eventually makes them more resistant to illness, especially coughs and colds. And there is certainly evidence to suggest that an **(32)** ..... in blood circulation can be achieved. However, such behaviour may not be such a good idea for people who are not used to large and sudden **(33)** ..... in temperature. For many people, swimming in icy water would actually be **(34)** ..... .

MEMBER
RESPOND
REGULAR
IMPROVE
DIFFERENT
HARM

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given.

Example:

0 You must do exactly what the manager tells you.

CARRY

You must ..... instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example:	**0**	CARRY OUT THE MANAGER'S

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

35 The teacher postponed the theatre trip until the summer term.

OFF

The theatre trip ..... the teacher until the summer term.

36 'What is the width of this cupboard?' Rebecca asked her sister.

WIDE

Rebecca asked her sister ..... was.

37 George spent ages tidying up his room.

TOOK

It ..... up his room.

38 A famous architect designed Dr Schneider's house for her.

HAD

Dr Schneider ..... a famous architect.

39 'Peter, you've eaten all the ice cream!' said his mother.

ACCUSED

Peter's mother ..... all the ice cream.

40 Jim fell off his bike because he wasn't looking where he was going.

PAYING

If Jim ..... to where he was going, he wouldn't have fallen off his bike.

41 We might not find it easy to book a seat at the last minute.

COULD

It ..... us to book a seat at the last minute.

42 It was wrong of you to borrow my jacket without asking.

OUGHT

You ..... before you borrowed my jacket.

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

---

1 You hear a man talking to a group of people who are going on an expedition into the rainforest.
What does he advise them against?

A sleeping in places where insects are found

B using substances which attract insects

C bathing in areas where insects are common

2 You overhear two people talking about a school football competition.
What did the woman think of the event?

A She didn't think anyone had enjoyed it.

B It managed to fulfil its aims.

C Not enough people had helped to set it up.

3 You hear a woman talking about her studies at the Beijing Opera School.
How did she feel when she first started her classes?

A worried about being much older than the other students

B disappointed because her dictionary was unhelpful

C annoyed by the lack of communication with her teacher

4 You hear a famous comedian talking on the radio about his early career.
Why is he telling this story?

A to show how lucky he was at the beginning

B to show the value of a good course

C to show that he has always been a good comedian

5 You hear someone talking on the phone.
Who is she talking to?

A someone at her office

B someone at a travel information centre

C a family member

6 You hear a novelist talking about how she writes.
How does she get her ideas for her novels?

A She bases her novels on personal experiences.

B Ideas come to her once she starts writing.

C She lets ideas develop gradually in her mind.

7 You hear a woman talking to a friend on the phone.
What is she doing?

A refusing an invitation

B denying an accusation

C apologising for a mistake

8 You hear a radio announcement about a future programme.
What kind of programme is it?

A a play about a child

B a reading from a children's book

C a holiday programme

Part 2

You will hear an interview with a man who enjoys flying in a small aircraft called a microlight. For questions **9–18**, complete the sentences.

Before his retirement, Brian worked as a pilot for a company called _____ **9** for a long time.

Brian feels like a bird when flying his microlight because he doesn't have a _____ **10** around him.

Brian disagrees with the suggestion that steering a microlight is like steering a _____ **11**

Brian's record-breaking flight ended in _____ **12**

Brian organised his flight in advance to avoid needing other people as _____ **13** on the way.

Brian's microlight was modified so that it could carry more _____ **14** on board.

It took Brian _____ **15** to plan the record-breaking flight.

Brian feels that flying over miles and miles of _____ **16** was the most dangerous part of the trip.

Brian describes his navigation system as both _____ **17** and easy to use.

Brian says that his main problem on the flight was the fact that he became very _____ **18**

Part 3

You will hear five different people talking about short courses they have attended. For questions **19–23**, choose from the list (**A–F**) what each speaker says about their course. Use the letters only once. There is one extra letter which you do not need to use.

A I was encouraged by the teachers to continue developing my skill.

B I learnt something about the subject that I hadn't expected.

C I preferred the social life to the course content.

D I intend doing a similar course again.

E I found out something about myself.

F I thought the course was good value for money.

Speaker 1 ☐ **19**

Speaker 2 ☐ **20**

Speaker 3 ☐ **21**

Speaker 4 ☐ **22**

Speaker 5 ☐ **23**

Part 4

You will hear part of a radio interview with Martin Middleton, who makes wildlife programmes for television. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

24 What was the origin of Martin Middleton's love of travel?

- **A** living abroad in the 1960s
- **B** something he read as a child
- **C** a television film about Africa

25 When he visited Borneo, Martin

- **A** had no fixed expectations.
- **B** made a programme about life on the river.
- **C** became more interested in filming old buildings.

26 Since the early 1960s, wildlife filming has become

- **A** more relaxed.
- **B** more creative.
- **C** more organised.

27 Looking back, Martin regards his experience on the iceberg as

- **A** slightly ridiculous.
- **B** extremely dangerous.
- **C** strangely depressing.

28 When he takes a holiday, Martin prefers to

- **A** relax by the sea.
- **B** stay in comfortable surroundings.
- **C** travel for a particular reason.

29 Martin thought that the holiday-makers he saw in the Dominican Republic were

A risking their health.

B wasting opportunities.

C lacking entertainment.

30 What is Martin's opinion of tourism?

A It should be discouraged.

B It can be a good thing.

C It is well managed.

PAPER 5 SPEAKING (14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (a one-minute 'long turn' for each candidate, plus 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (approximately 3 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (approximately 4 minutes)

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Visual materials for the Speaking test

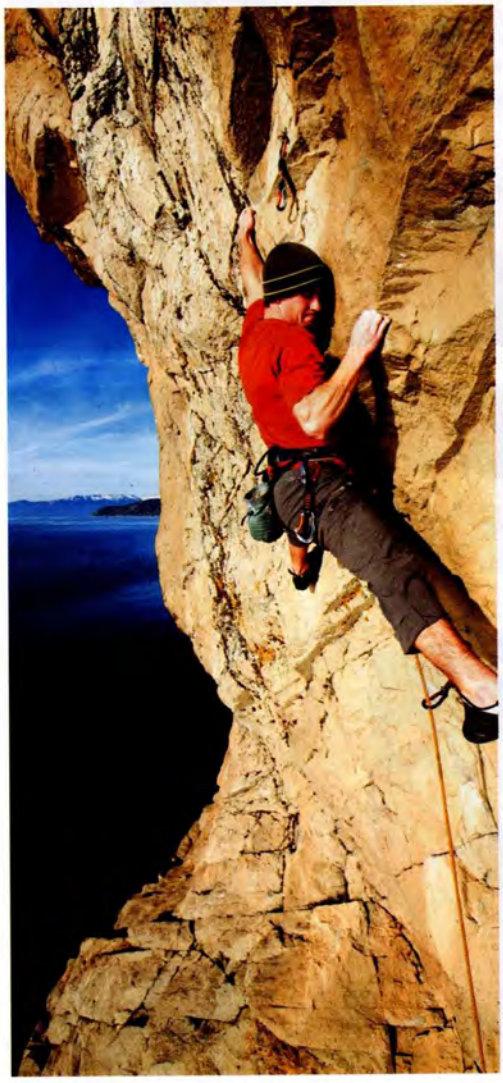
- What is it like to work in places like these?

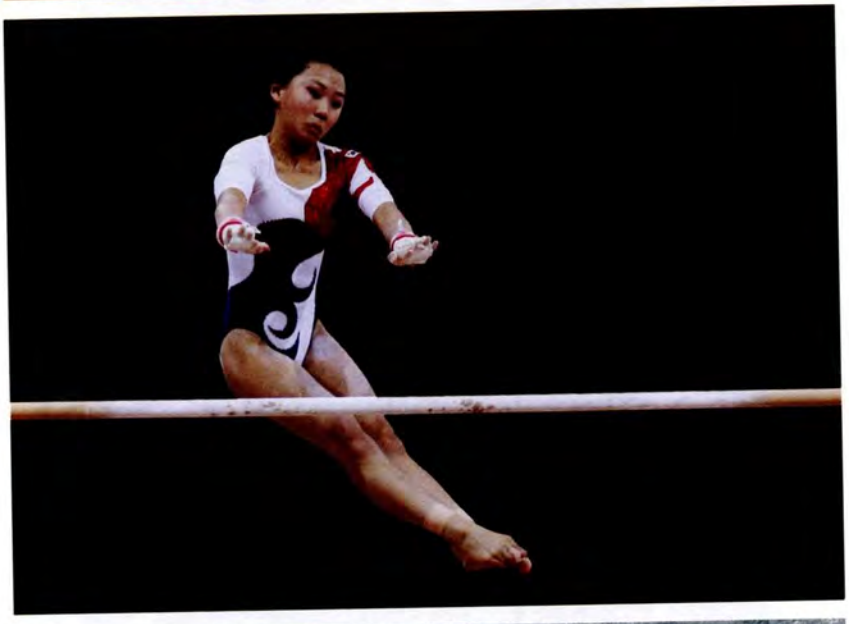
1A

1B

- Why do people choose to do these different kinds of sports?
- Which sport would be the most difficult to do well?

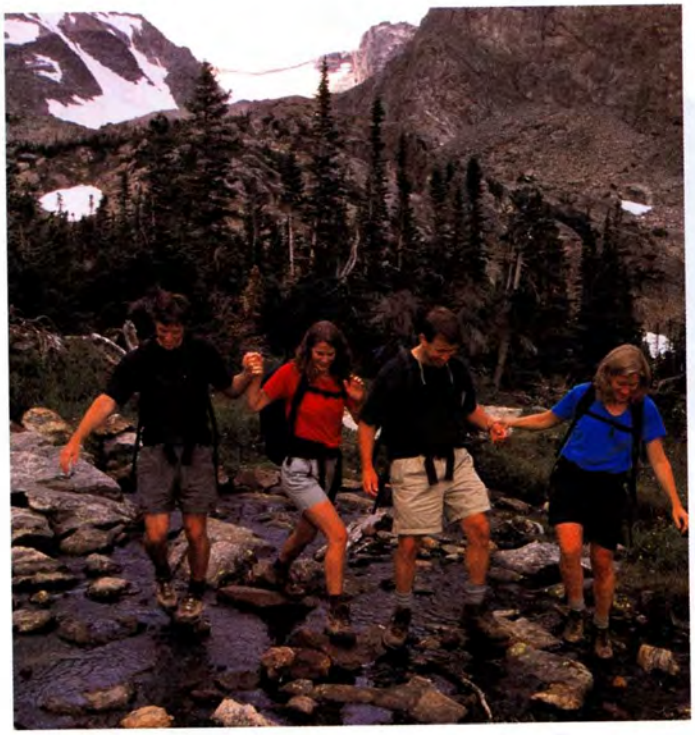
1E





- What are the people feeling?

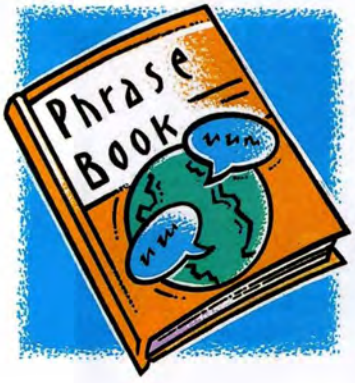
2A



2B

- What problems might your friend have?
- What could he or she do to avoid these problems?

2E



- Why are the photographs being taken?

2C

2D

- What are the people feeling?

3A

3B

- What is good or bad about these people's jobs?
- Which three jobs would be most interesting to hear about?

3E

THE RITZ

- What is enjoyable about music like this?

3C

3D

- Why are the people painting these walls?

4A

4B

- How important are these things for a happy life?
- Which two are the most important?

4E

- Why have the people chosen to go to these places?

4C

4D

Test 4

PAPER 1 READING (1 hour)

Part 1

You are going to read an article about the actress Harriet Walter. For questions **1–8**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Acting minus the drama

Harriet Walter has written a fascinating book about her profession. Benedicte Page reports.

It is not often that an experienced actor with a high public profile will sit down to answer in depth the ordinary theatregoer's questions: how do you put together a character which isn't your own?; what is it like to perform the same play night after night?; or simply, why do you do it? Harriet Walter was prompted to write *Other People's Shoes: Thoughts on Acting* by a sense that many people's interest in theatre extended beyond the scope of entertainment chit-chat. 'I was asked very intelligent, probing questions by people who weren't in the profession, from taxi drivers to dinner-party hosts to people in shopping queues. It made me realise that people have an interest in what we do which goes beyond show business gossip,' she says.

Other People's Shoes avoids insider gossip and, mostly, autobiography: 'If events in my life had had a huge direct influence, I would have put them in, but they didn't,' Harriet says, though she does explain how her parents' divorce was a factor in her career. But the focus of the book is to share – remarkably openly – the inside experience of the stage and the rehearsal room, aiming to replace the false sense of mystery with a more realistic understanding and respect for the profession.

'There's a certain double edge to the publicity an actor can get in the newspapers: it gives you attention but, by giving it to you, simultaneously criticises you,' Harriet says. 'People ask you to talk about yourself and then say, "Oh, actors are so self-centred." And the "sound-bite" variety of journalism, which touches on many things but never allows you to go into them in depth, leaves you with a sort of shorthand which reinforces prejudices and myths.'

Harriet's career began in the 1970s and has included theatre performances with the Royal Shakespeare Company and television and film roles. She writes wittily about the embarrassments of the rehearsal room, as actors try out their half-formed ideas. And she is at pains to demystify the theatre: the question 'How do you do the same play every night?' is answered by a simple comparison with the familiar car journey you take every day, which presents a slightly different challenge each time. 'I was trying to get everyone to understand it isn't this extraordinary mystery and you're not visited by some spiritual inspiration every night.' *line 50*

Harriet's own acting style is to build up a character piece by piece. She says that this process is not widely understood: 'There's no intelligent vocabulary out there for discussing the craft of building characters. Reviews of an actor's performance which appear in the newspapers are generally based on whether the reviewer likes the actors or not. It's not about whether they are being skilful or not, or how intelligent their choices are.'

There remains something mysterious about slipping into 'other people's shoes': 'It's something like falling in love,' Harriet says. 'When you're in love with someone, you go in and out of separateness and togetherness. It's similar with acting and you can slip in and out of a character. Once a character has been built, it remains with you, at the end of a phone line, as it were, waiting for your call.'

Harriet includes her early work in *Other People's Shoes* – 'I wanted to separate myself from those who say, "What an idiot I was, what a load of nonsense we all talked in those days!"; it wasn't all rubbish, and it has affected how I approach my work and my audiences.' And she retains from those days her belief in the vital role of the theatre.

1 Harriet Walter decided to write her book because she

A was tired of answering people's questions about acting.
B knew people liked to read about show business gossip.
C wanted to entertain people through her writing.
D wanted to satisfy people's curiosity about acting in the theatre.

2 In paragraph two, we learn that Harriet's book aims to

A correct some of the impressions people have of the theatre.
B relate important details about her own life story.
C analyse the difficulties of a career in the theatre.
D tell the truth about some of the actors she has worked with.

3 What problem do actors have with newspaper publicity?

A It never focuses on the actors who deserve it.
B It often does more harm than good.
C It never reports what actors have actually said.
D It often makes mistakes when reporting facts.

4 Harriet uses the example of the car journey to show that

A acting can be boring as well as rewarding.
B actors do not find it easy to try new ideas.
C actors do not deserve the praise they receive.
D acting shares characteristics with other repetitive activities.

5 What does 'it' refer to in line 50?

A facing a different challenge
B taking a familiar car journey
C acting in the same play every night
D working with fellow actors

6 Harriet criticises theatre reviewers because they

A do not give enough recognition to the art of character acting.
B do not realise that some parts are more difficult to act than others.
C choose the wrong kinds of plays to review.
D suggest that certain actors have an easy job.

7 Harriet says that after actors have played a particular character, they

A may be asked to play other similar characters.
B may become a bit like the character.
C will never want to play the part again.
D will never forget how to play the part.

8 What does Harriet say about her early work?

A It has been a valuable influence on the work she has done since.
B It was completely different from the kind of work she does now.
C She finds it embarrassing to recall that period of her life.
D She is annoyed when people criticise the work she did then.

Part 2

You are going to read a magazine article about a girl and the job she does. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

Keeping the holiday-makers happy

A chalet girl's work is never done, Sarah Sutherland-Pilch tells Veronica Lee – in between making beds and delicious dinners.

This is the second year as a chalet girl for Sarah Sutherland-Pilch, a 24-year-old from West Sussex. Known by her nickname, Pilch, Sarah works for a company in Val d'Isère, France, cooking and cleaning for visitors who come to ski and stay in the wooden houses, known as chalets, that are characteristic of the area. Sarah graduated in French and History of Art from Oxford Brookes University last summer. Being a chalet girl isn't a career, she says, but an enjoyable way to spend a year or two before settling down. 'It's a good way to make contacts. I meet successful people every week.'

Sarah does not 'live in'. **9** She has her own breakfast before preparing that of the guests. 'They get the works – porridge, eggs, cereals, fruit and croissants.' When the last of the guests has had breakfast, by about 9.30 a.m., Sarah clears up and either makes the afternoon tea, which is left for the guests to help themselves to, or cleans the rooms – 'the worst part of the job,' she says.

By about 11 a.m. she is ready to go on the slopes herself. She skis as much as possible. **10** Sarah returns to the chalet in time to prepare dinner and takes a shower before doing so, but does not sleep. 'It's fatal if you do,' she says.

Dinner, a three-course affair, is served at 8 p.m. and coffee is usually on the table by 10 p.m. Sarah clears away the dinner things and fills the dishwasher. **11** Sometimes she will stay and chat with the guests, other times they are content to be left alone. 'Good guests can make a week brilliant – breakfast this morning was great fun – but some weeks, for whatever reason, don't go quite so well.'

Sarah meets her friends in the chalet where she lives – and they go out at about 11 p.m. 'We usually start off in *Bananas*, might go to *G Jay's* and perhaps *Dick's T-Bar* at the end of the evening,' she says. But Sarah never stays out too late on Saturday night as Sunday is her busiest time of the week. **12**

Work begins earlier than usual on Sunday, since breakfast for guests who are leaving has to be on the table by 7 a.m. **13** 'We just blitz the place – clear the breakfast, strip the beds, get everything ready.' If she hasn't already done the week's shop on Saturday, Sarah does it now.

14 'They get here at around 4.30 p.m. Sometimes they are disorientated and full of questions. I'm sure it's the mountain air that does something to them.'

Between tea and dinner, Sarah takes any guests needing boots or skis down to the ski shop and then gets a lift back to the chalet from one of the ski shop staff. **15** 'Sometimes I'm so tired I just have an early night,' she says.

A At around 3 p.m., the cleaning work done, Sarah then prepares tea for the new guests.

B Sarah enjoys cooking and, after leaving school, supported herself during holidays by working as a cook.

C 'There's nothing worse than coming in to a messy kitchen the next morning.'

D As soon as the guests are gone, Sarah starts cleaning madly.

E 'On a good day we can be up there until 4.30 p.m.'

F 'A frightful day,' she says, 'when you certainly don't want to be cooking breakfast feeling exhausted.'

G She gets up at 7 a.m. to walk the mile or so to the chalet, which sleeps up to 18 guests each week.

H It is soon time for dinner duty again and perhaps a chat with friends, but not always.

Part 3

You are going to read an article about people who changed their jobs. For questions **16–30**, choose from the people (**A–D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet.**

Which person mentions

enjoying their pastime more than the job they used to do? **16**

enjoying being in charge of their own life? **17**

being surprised by suddenly losing their previous job? **18**

not having other people depending on them financially? **19**

missing working with other people? **20**

undergoing training in order to take up their new job? **21**

a contact being useful in promoting their new business? **22**

not being interested in possible promotion in their old job? **23**

disliking the amount of time they used to have to work? **24**

surprising someone else by the decision they made? **25**

a prediction that hasn't come true? **26**

consulting other people about their businesses? **27**

the similarities between their new job and their old one? **28**

working to a strict timetable? **29**

needing time to choose a new career? **30**

A NEW LIFE

A The Farmer

Matt Froggatt used to be an insurance agent in the City of London but now runs a sheep farm.

'After 14 years in business, I found that the City had gone from a place which was exciting to work in to a grind – no one was having fun any more. But I hadn't planned to leave for another five or ten years when I was made redundant. It came out of the blue. I didn't get a particularly good pay-off but it was enough to set up the farm with. My break came when I got to know the head chef of a local hotel with one of the top 20 hotel restaurants in the country. Through supplying them, my reputation spread and now I also supply meat through mail order. I'm glad I'm no longer stuck in the office but it's astonishing how little things have changed for me: the same 80- to 90-hour week and still selling a product.'

B The Painter

Ron Ablewhite was a manager in advertising but now makes a living as an artist.

'My painting began as a hobby but I realised I was getting far more excitement out of it than out of working. The decision to take redundancy and to become an artist seemed logical. The career counsellor I talked to was very helpful. I think I was the first person who had ever told him, "I don't want to go back to where I've been." He was astonished because the majority of people in their mid-forties need to get back to work immediately – they need the money. But we had married young and our children didn't need our support. It was a leap into the unknown. We went to the north of England, where we didn't know a soul. It meant leaving all our friends, but we've been lucky in that our friendships have survived the distance – plenty of them come up and visit us now.'

C The Hatmaker

After working for five years as a company lawyer, Katherine Goodison set up her own business in her London flat, making hats for private clients.

'My job as a lawyer was fun. It was stimulating and I earned a lot of money, but the hours were terrible. I realised I didn't want to become a senior partner in the company, working more and more hours, so I left. A lot of people said I'd get bored, but that has never happened. The secret is to have deadlines. Since it's a fashion-related business, you have the collections, next year's shapes, the season – there's always too much to do, so you have to run a very regimented diary. I feel happier now, and definitely less stressed. There are things I really long for, though, like the social interaction with colleagues. What I love about this job is that I'm totally responsible for the product. If I do a rubbish job, then I'm the one who takes the blame. Of course, you care when you're working for a company, but when your name is all over the promotional material, you care that little bit more.'

D The Masseur

Paul Drinkwater worked in finance for 16 years before becoming a masseur at the Life Centre in London.

'I had been in financial markets from the age of 22, setting up deals. I liked the adrenaline but I never found the work rewarding. I was nearly made redundant in 1989, but I escaped by resigning and travelling for a year. I spent that year trying to work out what I wanted to do. I was interested in health, so I visited some of the world's best gymnasiums and talked to the owners about how they started up. I knew that to change career I had to get qualifications so I did various courses in massage. Then I was offered part-time work at the Life Centre. I have no regrets. I never used to feel in control, but now I have peace of mind and control of my destiny. That's best of all.'

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

---

1 You have just received an email from your English friend Alex asking if you'd like to go to a concert by your favourite band, Red Stone. Read Alex's email and the notes you have made. Then write an email to Alex using **all** your notes.

Email
From: Alex Gilbert
Sent: 6 May
Subject: Red Stone Concert

Guess what? Red Stone are giving a concert at the City Stadium on Saturday 21 July. What about us going to see them together? I know you're a great fan of theirs, but I don't really know anything about them.

Yes!

Tell Alex about the band

I can get tickets if I book them this week. The ticket price depends on whether we sit or stand – could you let me know which you would prefer?

Say which and why

You could stay the night with my family so we could do something together the next day. Is there anything special you'd like to do?

What about . . . ?

Alex

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

---

2 Your teacher has asked you for a report on transport in your local area. Mention the main means of transport used and suggest how transport facilities could be improved.

Write your **report**.

3 You see this notice on your school noticeboard.

> **SPECIAL PEOPLE**
>
> - Who is the most important person in your life?
> - Why is this person special to you?
>
> Write us an article for the school magazine answering these questions.

Write your **article**.

4 Your teacher has asked you to write a story for the school's English language magazine. The story must **begin** with the following words:

My day started badly, but it got better and better.

Write your **story**.

5 Answer **one** of the following two questions based on **one** of the titles below.

(a) *Officially Dead* by Richard Prescott
You have discussed the character of Julie Fenton in your English class. Now your teacher has asked you to write an essay answering these questions:

How does Julie Fenton feel at the end of the book, and why?

Write your **essay**.

(b) *Pride and Prejudice* by Jane Austen
This is part of a letter you have received from your friend Nathan.

> *I really enjoyed the book but I don't understand why it is called 'Pride and Prejudice'. What do you think? Write and tell me.* *Nathan*

Write your **letter** to Nathan.

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet.**

Example:

0 **A** priceless **B** rewarding **C** precious **D** prized

Mountain climbing

One of the most difficult but **(0)** ..... of pastimes is mountain climbing. The modern climber must **(1)** ..... many different skills. Rock climbing **(2)** ..... a combination of gymnastic ability, imagination and observation, but perhaps the most necessary skill is being able to **(3)** ..... out how much weight a particular rock will **(4)** ..... . Mountaineers climb in groups of three or four, each climber at a distance of approximately six metres from the next. Usually one person climbs while the other climbers **(5)** ..... hold of the rope. The most experienced climber goes first and **(6)** ..... the other climbers which way to go, making the rope secure so that it is **(7)** ..... for the others to follow.

With much mountain climbing, snow skills **(8)** ..... a very important part. Ice axes are used for **(9)** ..... steps into the snow and for testing the ground. Climbers always tie themselves together so that, if the leader falls, he or she can be held by the others and **(10)** ..... back to safety. The number of dangers **(11)** ..... by climbers is almost endless. And the **(12)** ..... of oxygen at high altitudes makes life even more difficult for mountaineers.

1	**A**	own	**B**	hold	**C**	control	**D** possess
2	**A**	requires	**B**	insists	**C**	calls	**D** orders
3	**A**	work	**B**	try	**C**	stand	**D** set
4	**A**	supply	**B**	provide	**C**	support	**D** offer
5	**A**	keep	**B**	stay	**C**	continue	**D** maintain
6	**A**	indicates	**B**	signals	**C**	points	**D** shows
7	**A**	safe	**B**	sure	**C**	dependable	**D** reliable
8	**A**	act	**B**	do	**C**	play	**D** make
9	**A**	cutting	**B**	tearing	**C**	breaking	**D** splitting
10	**A**	given	**B**	pulled	**C**	put	**D** sent
11	**A**	marked	**B**	touched	**C**	felt	**D** faced
12	**A**	need	**B**	gap	**C**	lack	**D** demand

Part 2

For questions **13–24**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | O | F | | | | | | | | | | | | | | | |

A new cruise ship

One **(0)** ...of... the biggest passenger ships in history, the *Island Princess*, carries people on cruises around the Caribbean. More than double **(13)** ..... weight of the *Titanic* (the large passenger ship which sank in 1912), it was **(14)** ..... large to be built in **(15)** ..... piece. Instead, 48 sections **(16)** ..... total were made in different places. The ship was then put together at a shipbuilding yard in Italy.

The huge weight of the *Island Princess* is partly due to her enormous height, **(17)** ..... is an incredible 41 metres. When compared with the *Titanic*, she is also a much broader ship. As **(18)** ..... as length is concerned, there's little difference – the *Island Princess* is over 250 metres long, similar to the length of the *Titanic*.

The *Island Princess* can carry **(19)** ..... to 2,600 passengers and has 1,321 cabins, including 25 specially designed **(20)** ..... use by disabled passengers. There is entertainment on board to suit **(21)** ..... age and interest, from dancing to good drama. The *Island Princess* seems very likely to be a popular holiday choice for many years to **(22)** ..... , even though most people will **(23)** ..... to save up in order to be **(24)** ..... to afford the trip.

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | A | N | X | I | E | T | Y |

Float your troubles away

Nowadays, anyone who is trying to ease pain or reduce their level of **(0)** anxiety can try a treatment which is known as flotation therapy. Experts have claimed that this can **(25)** ..... a significant number of medical conditions. The patient is asked to lie **(26)** ..... in a large tank, which is filled with warm, salty water. When the patient is in the water, it is so **(27)** ..... that he or she becomes **(28)** ..... relaxed.

ANXIOUS
RELIEF
MOTION
PEACE
EXTREME

As well as being of **(29)** ..... value in dealing with the patient's mental state, flotation is said to lead to a reduction in high blood **(30)** ..... and to ease long-term physical pain. Even people whose level of **(31)** ..... is said to be good are certain to find that it is worth taking the time to float. Studies have shown that the therapy can be of considerable **(32)** ..... in giving up smoking, losing weight and finding effective **(33)** ..... to difficult problems. All of this is achieved by the simple method of freeing the patient's brain from the many **(34)** ..... aspects of everyday life. In future years, this may become a standard method of dealing with stress-related problems.

PRACTICE
PRESS
FIT
ASSIST
SOLVE
PLEASANT

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given.

Example:

0 You must do exactly what the manager tells you.

CARRY

You must ..... instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example:	0	*CARRY OUT THE MANAGER'S*

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

35 As a result of the strong wind last night, several tiles came off the roof.

BECAUSE

Several tiles came off the roof ..... so strong last night.

36 Simona last wrote to me seven months ago.

HEARD

I ..... Simona for seven months.

37 I don't recommend hiring skis at this shop.

ADVISABLE

It's ..... skis at this shop.

38 Mike's father started the company that Mike now runs.

SET

The company that Mike now runs ..... his father.

39 The number of car owners has risen over the past five years.

RISE

Over the past five years, there ..... in the number of car owners.

40 Naomi said that she would never talk to anyone else about the matter.

DISCUSS

Naomi promised never ..... anyone else.

41 'This is the best hotel I've ever stayed in,' my colleague said.

NEVER

'I've ..... hotel than this,' my colleague said.

42 There were very few people at the concert last night.

CAME

Hardly ..... the concert last night.

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

---

1 On a train, you overhear a woman phoning her office.
Why has she phoned?

A to check the time of an appointment

B to apologise for being late

C to find out where her diary is

2 You switch on the radio in the middle of a programme.
What kind of programme is it?

A a nature programme

B a cookery programme

C a news programme

3 You overhear a conversation between a watchmaker and a customer.
What does the watchmaker say about the watch?

A It is impossible to repair it.

B It is not worth repairing.

C He does not have the parts to repair it.

4 You overhear a woman talking about her new neighbours.
How does she feel?

A offended

B shocked

C suspicious

5 You hear a man talking about deep-sea diving.
Why does he like the sport?

A It suits his sociable nature.

B It contrasts with his normal lifestyle.

C It fulfils his need for a challenge in life.

6 You turn on the radio and hear a scientist being interviewed about violins.
What is the scientist doing?

A explaining how a violin works

B explaining how a violin is made

C explaining how a violin should be played

7 You hear part of a radio programme about CD-ROMs.
What is the speaker's opinion of the CD-ROMs about Australia which she tried?

A Most of them are disappointing.

B You are better off with an ordinary guidebook.

C There is little difference between them.

8 You turn on the radio and hear a woman giving advice to business people.
What advice does she give about dealing with customers?

A Don't let them force you to agree to something.

B Don't be too sympathetic towards them.

C Don't allow them to stay on the phone too long.

Part 2

You will hear part of a radio programme in which a woman called Sylvia Short is interviewed about her job. For questions **9–18**, complete the sentences.

Sylvia studied [and] **9** at university.

After university, Sylvia worked as a [ ] **10** in Italy.

The company which employs Sylvia is called [ ] **11**

Sylvia worked for the company for

[ ] **12** before becoming the manager's assistant.

Part of Sylvia's job is to organise the

[ ] **13** in newspapers and magazines.

Sylvia often has to deal with strange questions from [ ] **14**

Sylvia's boss has a radio show on Fridays on the subject of

[ ] **15**

Sylvia has written about her [ ] **16** for a new book on Britain.

Sylvia says that in the future she would like to be a

[ ] **17** on television.

Last year, Sylvia enjoyed attending a [ ] **18** in Australia.

Part 3

You will hear five different people speaking on the subject of motorbikes. For questions **19–23**, choose the phrase (**A–F**) which best summarises what each speaker is talking about. Use the letters only once. There is one extra letter which you do not need to use.

A the perfect passenger

B a feeling of power

C a lengthy career

D the best way to learn

E a family business

F a break with routine

Speaker 1 ☐ **19**

Speaker 2 ☐ **20**

Speaker 3 ☐ **21**

Speaker 4 ☐ **22**

Speaker 5 ☐ **23**

Part 4

You will hear part of a radio interview with Steve Thomas, a young chef who has his own cookery series on television. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

24 On his TV programme, Steve likes to show audiences

A the process of cooking.

B amusing incidents.

C attractively presented dishes.

25 Steve was given his own TV series because

A he cooked for a TV company.

B he appeared on a TV programme.

C he had been recommended to a TV producer.

26 What made him take up cooking as a child?

A His parents expected him to help in their restaurant.

B He felt it was the best way of getting some money.

C His father wanted to teach him to cook.

27 How did Steve feel once he got to college?

A He still found academic work difficult.

B He regretted not studying harder at school.

C He was confident about his practical work.

28 What does Steve say about the cooks who work for him?

A He is sometimes unfair to them.

B He demands a lot from them.

C He trains them all himself.

29 Steve admires Ron Bell because

A he prepares traditional dishes.

B he writes excellent articles about food.

C he makes a point of using local produce.

30 How will Steve's book be different from other books about cooking?

A the varieties of food it deals with

B the way that it is illustrated

C the sort of person it is aimed at

PAPER 5 SPEAKING (14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (a one-minute 'long turn' for each candidate, plus 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (approximately 3 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (approximately 4 minutes)

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Paper 5 frames

Test 1

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 1** appears on pages C1 and C4 (Part 2), and C2–C3 (Part 3).

Part 1 3 minutes (5 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is ..... and this is my colleague ..... .
And your names are?
Can I have your mark sheets, please?
Thank you.
First of all, we'd like to know something about you.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?
- What do you like about living *(here / name of candidate's home town)*?
- And what about you, *(Candidate A/B)*?

Select one or more questions from any of the following categories, as appropriate.

Personal experience
- Do you enjoy buying presents for people? ..... (Is it ever difficult to buy for someone?)
- What was the best present you received recently? ..... (Who gave it to you?)

Daily life
- Is your weekday routine different from your weekend routine? ..... (In what ways?)
- What do you look forward to at the end of the day?

Media
- How much TV do you watch? ..... (What kind of programmes do you *not* enjoy?)
- Do you buy magazines or newspapers regularly? ..... (Why? / Why not?)

Part 2 4 minutes (6 minutes for groups of three)

Where people work
Tourist places

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show different places where people work.

Indicate pictures 1A and 1B on page C1 to Candidate A.

I'd like you to compare the photographs and say what you think it is like to work in places like these. All right?

Candidate A: [*1 minute.*]

Interlocutor: Thank you.
(Candidate B), which places would you like to work in?

Candidate B: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your two photographs. They show places that tourists enjoy visiting.

Indicate pictures 1C and 1D on page C4 to Candidate B.

I'd like you to compare the photographs and say why you think people choose to go to places like these. All right?

Candidate B: [*1 minute.*]

Interlocutor: Thank you.
(Candidate A), which place would you prefer to visit?

Candidate A: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Parts 3 and 4 7 minutes (9 minutes for groups of three)

Part 3

Popular sports

Interlocutor: Now, I'd like you to talk about something together for about three minutes. *(4 minutes for groups of three.)*

People enjoy doing sports for many different reasons. Here are some pictures of popular sports.

Indicate the set of pictures 1E on pages C2–C3 to the candidates.

First, talk to each other about why people choose to do these different kinds of sports. Then decide which sport would be the most difficult to do well. All right?

Candidates: [*3 minutes.*]

Interlocutor: Thank you.

Part 4

Interlocutor: *Select any of the following questions, as appropriate:*

- Do you think everyone should do some kind of sport? ..... (Why? / Why not?)
- Are there many places to do sports in your area? ..... How often do you go there?
- Some people feel there is too much sport on television. Do you agree?
- Do you think sports stars earn too much money? ..... (Why? / Why not?)
- What sort of person do you most respect?
- Do you think competition in life is a good thing? ..... (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

Test 2

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 2** appears on pages C5 and C8 (Part 2), and C6–C7 (Part 3).

Part 1 3 minutes (5 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is ..... and this is my colleague ..... .
And your names are?
Can I have your mark sheets, please?
Thank you.
First of all, we'd like to know something about you.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?
- What do you like about living *(here / name of candidate's home town)*?
- And what about you, *(Candidate A/B)*?

Select one or more questions from any of the following categories, as appropriate.

Free time
- Are you an active person in your free time? ..... (What sort of things do you do?)
- When did you last play a sport? ..... (What was it?)

Likes and dislikes
- What is your favourite part of the day? ..... (Why?)
- Do you enjoy shopping? ..... (What sort of things do you *not* enjoy buying?)

Science and technology
- How much do you use the Internet? ..... (What do you use it for?)
- Do you enjoy playing computer games? ..... (Why? / Why not?)

Part 2 4 minutes (6 minutes for groups of three)

Spending time together
Taking photographs

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show friends spending time together.

Indicate pictures 2A and 2B on page C5 to Candidate A.

I'd like you to compare the photographs and say what you think the people are feeling. All right?

Candidate A: [*1 minute.*]

Interlocutor: Thank you.
(Candidate B), where do you usually meet your friends?

Candidate B: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your two photographs. They show people taking photographs.

Indicate pictures 2C and 2D on page C8 to Candidate B.

I'd like you to compare the photographs and say why you think the photographs are being taken. All right?

Candidate B: [*1 minute.*]

Interlocutor: Thank you.
(Candidate A), are you any good at taking photographs?

Candidate A: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Parts 3 and 4 7 minutes (9 minutes for groups of three)

Part 3

Travelling the world

Interlocutor: Now, I'd like you to talk about something together for about three minutes. *(4 minutes for groups of three.)*

A friend is going to travel around the world for six months. Here are some of the things he or she might have problems with.

Indicate the set of pictures 2E on pages C6–C7 to the candidates.

First, talk to each other about the problems he or she might have. Then decide what he or she could do to avoid these problems. All right?

Candidates: [*3 minutes.*]

Interlocutor: Thank you.

Part 4

Interlocutor: *Select any of the following questions, as appropriate:*

- Have you ever had problems like these on holiday?
- Do you think it's a good idea to go travelling for six months? ..... (Why? / Why not?)
- If you could go travelling for six months, who would you take with you? ..... Why?
- What's the most interesting journey you've ever made?
- What advice would you give someone visiting your country for the first time?
- Do you usually listen when people give *you* advice? ..... (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

Test 3

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 3** appears on pages C9 and C12 (Part 2), and C10–C11 (Part 3).

Part 1 3 minutes (5 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is ..... and this is my colleague ..... .
And your names are?
Can I have your mark sheets, please?
Thank you.
First of all, we'd like to know something about you.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?
- What do you like about living *(here / name of candidate's home town)*?
- And what about you, *(Candidate A/B)*?

Select one or more questions from any of the following categories, as appropriate.

Leisure time
- Do you spend most of your free time on your own or with friends? ..... (What do you usually do?)
- Do you prefer to be outside or inside when you have free time? ..... (Why?)

Travel
- Which country would you most like to visit? ..... (Why?)
- Do you prefer going on holiday in a small group or a large group? ..... (Why?)

Personal experience
- What is your favourite time of year? ..... (Why?)
- Do you think you will always have the same friends? ..... (Why? / Why not?)

Part 2 4 minutes (6 minutes for groups of three)

Presents
Playing music

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show people with presents.

Indicate pictures 3A and 3B on page C9 to Candidate A.

I'd like you to compare the photographs and say what you think the people are feeling. All right?

Candidate A: [*1 minute.*]

Interlocutor: Thank you.
(Candidate B), do you like getting surprises?

Candidate B: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your two photographs. They show people playing music.

Indicate pictures 3C and 3D on page C12 to Candidate B.

I'd like you to compare the photographs and say what you think is enjoyable about music like this. All right?

Candidate B: [*1 minute.*]

Interlocutor: Thank you.
(Candidate A), what kind of music do you like?

Candidate A: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Parts 3 and 4 7 minutes (9 minutes for groups of three)

Part 3

People and jobs

Interlocutor: Now, I'd like you to talk about something together for about three minutes. (*4 minutes for groups of three.*)

I'd like you to imagine that the headmaster of a school has invited some people to come and talk about their jobs. Here are the people who are going to come.

Indicate the set of pictures 3E on pages C10–C11 to the candidates.

First, talk to each other about what you think is good and bad about these people's jobs. Then decide which three jobs would be most interesting to hear about. All right?

Candidates: [*3 minutes.*]

Interlocutor: Thank you.

Part 4

Interlocutor: *Select any of the following questions, as appropriate.*

- Do you think it's useful for students to hear about people's jobs? ..... (Why? / Why not?)
- How well do schools prepare young people for work?
- How difficult is it for young people to find work in your country?
- How important is it to be happy in your job?
- How old should you be before you decide which job to do? ..... Why?
- What sort of jobs do most people do in your area?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

Test 4

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 4** appears on pages C13 and C16 (Part 2) and C14–C15 (Part 3).

Part 1 3 minutes (5 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is ..... and this is my colleague ..... .
And your names are?
Can I have your mark sheets, please?
Thank you.
First of all, we'd like to know something about you.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?
- What do you like about living *(here / name of candidate's home town)*?
- And what about you, *(Candidate A/B)*?

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes
- What kind of music do you listen to? ..... (When do you listen to music?)
- Do you enjoy watching films? ..... (Tell us about a film you've enjoyed recently.)

Work and education
- Do you think you will use English a lot in the future? ..... (In what ways?)
- What other languages would you like to learn? ..... (Why?)

Travel and holidays
- What is your favourite place for a holiday? ..... (Why?)
- What do you enjoy doing on holiday?

Part 2 4 minutes (6 minutes for groups of three)

Painting walls
Enjoying the natural world

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show people painting walls.

Indicate pictures 4A and 4B on page C13 to Candidate A.

I'd like you to compare the photographs and say why you think the people are painting these walls. All right?

Candidate A: [*1 minute.*]

Interlocutor: Thank you.
(Candidate B), do people write on walls in your country?

Candidate B: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your two photographs. They show people enjoying the natural world.

Indicate pictures 4C and 4D on page C16 to Candidate B.

I'd like you to compare the photographs and say why you think the people have chosen to go to these places. All right?

Candidate B: [*1 minute.*]

Interlocutor: Thank you.
(Candidate A), would you like to spend time in either of these places?

Candidate A: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Parts 3 and 4 7 minutes (9 minutes for groups of three)

Part 3

A happy life

Interlocutor: Now, I'd like you to talk about something together for about three minutes. *(4 minutes for groups of three.)*

Here are some of the things in life which can affect our happiness.

Indicate the set of pictures 4E on pages C14–C15 to the candidates.

First, talk to each other about how important these things are for a happy life. Then decide which two are the most important. All right?

Candidates: [*3 minutes.*]

Interlocutor: Thank you.

Part 4

Interlocutor: *Select any of the following questions, as appropriate:*

- Will the things that are important to you now still be important when you are older? ..... (Why? / Why not?)
- What has been the happiest time in your life?
- Do you like stories with happy endings? ..... (Why? / Why not?)
- Some people say that an easy life is a happy life. Do you think this is true? ..... (Why? / Why not?)
- In what ways do you think people's lives are happier now than fifty years ago?
- What do you think people can do to make the world a happier place?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.

Marks and results

Paper 1 Reading

Candidates record their answers on a separate answer sheet. Two marks are given for each correct answer in **Parts 1 and 2** and one mark is given for each correct answer in **Part 3**. The total score is then weighted to 40 marks for the whole Reading paper.

Paper 2 Writing

General Impression Mark Scheme

A General Impression Mark Scheme is used in conjunction with a Task-specific Mark Scheme, which focuses on criteria specific to each particular task. The General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in each task.

A summary of the General Impression Mark Scheme is given below. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating. The FCE General Impression Mark Scheme is interpreted at Council of Europe, Common European Framework Level B2.

Band 5	For a **Band 5** to be awarded, the candidate's writing fully achieves the desired effect on the target reader. All the content points required in the task are included* and expanded on appropriately. Ideas are organised effectively, with the use of a variety of linking devices and a wide range of structures and vocabulary. The language is well developed, and any errors that do occur are minimal and perhaps due to ambitious attempts at more complex language. Register and format are consistently appropriate to the purpose of the task and the audience.
Band 4	For a **Band 4** to be awarded, the candidate's writing achieves the desired effect on the target reader. All the content points required in the task are included.* Ideas are clearly organised, with the use of suitable linking devices and a good range of structures and vocabulary. Generally, the language is accurate, and any errors that do occur are mainly due to attempts at more complex language. Register and format are, on the whole, appropriate to the purpose of the task and the audience.
Band 3	For a **Band 3** to be awarded, the candidate's writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included.* Ideas are organised adequately, with the use of simple linking devices and an adequate range of structures and vocabulary. A number of errors may be present but they do not impede communication. A reasonable, if not always successful, attempt is made at register and format which are appropriate to the purpose of the task and the audience.
Band 2	For a **Band 2** to be awarded, the candidate's writing does not clearly communicate the message to the target reader. Some content points required in the task are inadequately covered or omitted, and/or there is some irrelevant material. Ideas are inadequately organised, linking devices are rarely used, and the range of structures and vocabulary is limited. Errors distract the reader and may obscure communication at times. Attempts at appropriate register and format are unsuccessful or inconsistent.

Band 1	For a **Band 1** to be awarded, the candidate's writing has a very negative effect on the target reader. There is notable omission of content points and/or considerable irrelevance, possibly due to misinterpretation of the task. There is a lack of organisation or linking devices, and there is little evidence of language control. The range of structures and vocabulary is narrow and frequent errors obscure communication. There is little or no awareness of appropriate register and format.
Band 0	For a **Band zero** to be awarded, either there is too little language for assessment or the candidate's writing is totally irrelevant or totally illegible.

*Candidates who do not address all the content points will be penalised for dealing inadequately with the requirements of the task.

Candidates who fully satisfy the **Band 3** descriptor are likely to demonstrate an adequate performance in writing at FCE level.

Paper 2 sample answers and examiner's comments

The following pieces of writing have been selected from students' answers. The samples relate to tasks in Tests 1–4. Explanatory notes have been added to show how the bands have been arrived at. The comments should be read in conjunction with the task-specific mark schemes included in the Keys.

Sample A (Test 1, Question 5a – Letter)

Dear Matthew

You askd what I thinked of Colin Fenton in the book Officially Dead. Well, he's not a very nice man is he? He has usiness but in big trouble and no has told his wife. So when he meets the Bentleys he is prepare to involve in crime to get money and solve usiness problem. He will give alibi to John Bentley while John comits crime of robbery. So Colin says he will go into hotel and call himself John Bentley because he and John look very alike. But while he drives to the hotel, Colin is killed in car accident.

So, do I have sympathy for him? Yes of course. He ends up dead and I don't think he worth to die. He wasn't very nice nor very honest but he wasn't an evel man either. And the last thing he did was to send a message to his wife.

That's my opinion anyway.

Best wishes

Comments

Content
Gives a clear explanation of the writer's opinion, demonstrating knowledge of the storyline and character.

Organisation and cohesion
Ideas adequately organised with simple linking devices.

Range
Adequate range of structures and vocabulary.

Accuracy
A number of errors which do not impede communication, some of them spelling mistakes.

Appropriacy of register and format
Reasonable attempt at register and format.

Target reader
Would be informed.

Band: 3

Sample B (Test 2, Question 3 – Essay)

Everybody keep saying that being rich and famous is the best thing could happen to them.

I don't think so. There are pro and cons on being rich.

I think being rich and famous means not having a private life, because everywhere you go you are follow by a photographer. You always have to have a bodyguard for your own safety, and that means never being alone.

You always have to be careful of who are you meeting, of what are you wearing.

You're allow to be yourself only in your own house.

On the other hand, you don't have to worry about not having any money at the end of the month or don't know how to pay the bills.

I think the best thing is to have a nice job that you like and earn enough money to allow you to have a nice house with a garden, and some free time to spend with your family and friends.

The most important thing in life is being happy and I don't think money makes you happy.

Comments

Content
Full realisation of the task. Topic well argued.

Organisation and cohesion
Well organised.

Range
Wide range of structures and vocabulary within the task set.

Accuracy
Mostly minor errors, particularly at the beginning. Generally fluent. Last two paragraphs faultless. Good use of gerunds.

Appropriacy of register and format
Consistently appropriate.

Target reader
Would be fully informed.

Band: 5

Sample C (Test 3, Question 1 – Email)

Hi Tom,

First of all I want to tell you that the way of my house was to long over 3 hours because it happened an accident. That accident cause the long traffic jam which I met. On the other hand the weather was very nice with windy and without sunny.

Secondly about the photos, I like them all but my favourite is this photo in the sea wich we were together.

Now about the watch. I found it in you bedroom under of your bed. It probably fallen of your hand and went under of you bed. Do you want that me send it you?

Lastly I prefer the countryside because of clean air without pollution. I love the animals, and I hate the cars.

I looking forward to hearing for you.

Comments

Content
All points referred to, but not adequately covered.

Organisation and cohesion
Ideas adequately organised.

Range
Limited range of structures and vocabulary.

Accuracy
Errors distract the reader and obscure communication at times.

Appropriacy of register and format
Appropriate.

Target reader
Message not clearly communicated because of lack of language control.

Band: 2

Sample D (Test 3, Question 4 – Review)

Review of Galway Music Festival

I went to the Galway music festival in the summer this year. The festival take place in Ireland, and so music is nearly all Irish traditional music. Some of the music it is very sad, and some very happy and very fast and everyone danced. The songs they are often very sad and sang by the girls. A typical musical instrument is like a violin – it is called a fiddle and it can sound both hapy and sad. Personally I loved the hapy music called jigs.

The festival lasted three days, and on the last day there were some new bands who played more pop music. I liked this better than the traditional music and so did most of the young people who went to the festival.

But I recomend that you go to this festival if you visit the Ireland. The place is very beautiful and the festival is very typical. You will be safe and enjoy and you maybe will hear lots of different kinds of music and have a great time. It is good for families to go and listen to different musics.

Comments

Content
Festival is clearly described and the writer recommends it.

Organisation and cohesion
Ideas adequately organised, with simple linking devices.

Range
Adequate range of structures and vocabulary.

Accuracy
Errors do not impede communication.

Appropriacy of register and format
Reasonable attempt at register and format.

Target reader
Would be informed.

Band: 3

Paper 3 Use of English

One mark is given for each correct answer in **Parts 1, 2** and **3**. For **Part 4**, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in **Parts 2, 3** and **4**. The total mark is subsequently weighted to 40.

Paper 4 Listening

One mark is given for each correct answer. The total is weighted to give a mark out of 40 for the paper. In **Part 2**, minor spelling errors are allowed, provided that the candidate's intention is clear.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Paper 5 Speaking

Candidates are assessed on their own individual performance and not in relation to each other, according to the following four analytical criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. Assessment is based on performance in the whole test and not in particular parts of the test.

Both examiners assess the candidates. The assessor applies detailed, analytical scales, and the interlocutor applies a global achievement scale, which is based on the analytical scales.

Analytical scores

Grammar and vocabulary

This refers to the accurate and appropriate use of a range of grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

Discourse management

This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation. The utterances should be relevant to the tasks and should be arranged logically to develop the themes or arguments required by the tasks.

Pronunciation

This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements. This includes stress and intonation as well as individual sounds. Examiners put themselves in the position of the non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

Interactive communication

This refers to the candidate's ability to take an active part in the development of the discourse. This requires the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. This also refers to the deployment of strategies to maintain interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

Global achievement

This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the FCE Speaking test. The global mark is an independent, impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

Marks

Marks for each of the criteria are awarded out of a nine-point scale. Marks for the Speaking test are subsequently weighted to produce a final mark out of 40.

FCE typical minimum adequate performance

Although there are some inaccuracies, grammar and vocabulary are sufficiently accurate in dealing with the tasks. The language is mostly coherent, with some extended discourse. Candidates can generally be understood. They are able to maintain the interaction and deal with the tasks without major prompting.

Test 1 Key

Paper 1 Reading (1 hour)

Part 1

1 B 2 D 3 D 4 D 5 C 6 A 7 C 8 B

Part 2

9 C 10 A 11 F 12 D 13 H 14 B 15 G

Part 3

16 E 17 D 18 A 19/20 A/D (*in either order*) 21 C 22 A
23 C 24 E 25 B 26 E 27 C 28 A 29 E 30 B

Paper 2 Writing (1 hour 20 minutes)

Task-specific Mark Schemes

Part 1

Question 1

Content
The letter must include all the points in the notes:
1) comment positively on Bill's chapter
2) give information about parking in city centre
3) give information about museum opening times
4) give details of / describe nightlife.

Organisation and cohesion
Letter format, with early reference to why the person is writing. Clear organisation of points.

Range
Language appropriate to the functions above.
Vocabulary relating to city and nightlife.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Part 2

Question 2

Content
The review should describe the good and bad points of the game, say how easy or difficult it is to play and which age group it is suitable for.

Organisation and cohesion
Clear organisation of ideas, with suitable paragraphing and linking.

Range
Language of description, explanation and opinion.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 3

Content
The story should continue from the prompt sentence.

Organisation and cohesion
Could be minimally paragraphed. Story should reach a definite ending, even if that ending is somewhat open-ended.

Range
Narrative tenses.
Vocabulary appropriate to the chosen topic of the story.

Appropriacy of register and format
Consistent register suitable for the situation.

Target reader
Would be able to follow the storyline.

Question 4

Content
The article should give opinion(s) about the choice of housing. Acceptable to discuss one type of housing only.

Organisation and cohesion
Clear development of viewpoint, with appropriate paragraphing and linking of ideas.

Range
Language of opinion and explanation.

Appropriacy of register and format
Register could range from informal to formal, but must be consistent throughout.

Target reader
Would be informed.

Question 5(a)

Content
The letter should describe Colin Fenton's behaviour and say whether the writer has any sympathy for him.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description, explanation and opinion.

Appropriacy of register and format
Consistent register appropriate to the situation and target reader.

Target reader
Would be informed.

Question 5(b)

Content
The essay should compare the characters of Mr and Mrs Bennett and give opinion on whether they have a good marriage.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of comparison, description and opinion.

Appropriacy of register and format
Neutral composition.

Target reader
Would be informed.

Paper 3 Use of English (45 minutes)

Part 1

1 C **2** A **3** D **4** B **5** C **6** A **7** C **8** B **9** A
10 B **11** A **12** D

Part 2

13 to **14** had **15** though **16** who / that **17** the **18** in **19** from
20 as **21** every **22** no **23** like **24** but

Part 3

25 dangerous **26** performers **27** living **28** incredibly **29** prove
30 safety **31** tiniest **32** careless **33** unlike **34** repeatedly

Part 4

35 **warned** us | not to sit 36 find our / the | **way** home 37 little / no **difficulty** | (in) passing 38 is **somebody** | whose 39 seems / appears / looks | **as** if / though 40 make (any / much) | **sense** to 41 we **could** have | done 42 gave us | a **detailed** description

Paper 4 Listening (approximately 40 minutes)

Part 1

1 C 2 B 3 B 4 C 5 C 6 B 7 A 8 A

Part 2

9 tunnels 10 space (and) fresh air 11 Wales 12 climbing 13 (hard) hat
14 lamp 15 (strong) boots 16 all ages 17 special interest 18 competitions

Part 3

19 C 20 D 21 B 22 F 23 A

Part 4

24 B 25 A 26 C 27 A 28 B 29 A 30 A

Transcript

This is the Cambridge First Certificate in English Listening Test. Test One.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1 *You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

Question 1

One.
You overhear a young man talking about his first job.
How did he feel in his first job?
A bored
B confused
C enthusiastic

[pause]

tone

I didn't want to go to university, so when I finished school I went and got a job. My parents said if I was in full-time education they'd give me an allowance, but if not I'd have to work. So I got a job in a big store, in the menswear department ... Actually, I think I had to go out and find out what I could do, because in school I wasn't particularly brilliant. So, when it came to doing work, I think I had to prove a lot of people wrong. So I really felt like doing it ... even though it was just selling socks in Harridges.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.
You hear a radio announcement about a dance company.
What are listeners being invited to?
A a show
B a talk
C a party

[pause]

tone

The Hilton Dance Company have been at the Camden Theatre for almost a month now, offering us a wonderful programme of mainly modern dances. The company have just celebrated their twentieth year of performances all over the world! But this week they'll be taking a break from dancing, to give us an idea of how a dance company works. Top dancer and company manager Lisa West will be in the theatre, telling us about the company's work, but all the dancers will be there too, so it's also your opportunity for a get-together! And, of course, you don't need to have any experience of dance for this ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.
You overhear a woman talking to a man about something that happened to her.
Who was she?
A a pedestrian
B a driver
C a passenger

[pause]

tone

Woman: I tell you, we were dead lucky! He could have done some serious damage if we hadn't reacted so quickly.
Man: What did he do – just shoot straight out without looking?
Woman: Yeah. Clare yelled something at me and I just slammed on the brakes.
Man: Did he stop?
Woman: You're joking! Just blasted his horn at us and carried on.
Man: And there was nobody behind you?
Woman: No, fortunately, otherwise who knows what might have happened.
Man: You were lucky. That road's always busy.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.
You hear a woman talking on the radio about her work making wildlife films.
What is her main point?
A Being in the right place at the right time is a matter of luck.
B More time is spent planning than actually filming.
C It's worthwhile spending time preparing.

[pause]

tone

The research for a major wildlife TV series can take up to a year, followed by about two years' filming, with four or five camera teams around the world at any one time. Finding the right stories to film is only half the job. The other half is finding the right location and then going out to help the camera-person film it. This can be difficult – you have to make sure you're in the right place at the right time. So good planning is essential. We spend a lot of time on the phone beforehand, getting advice from local experts.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.
You hear part of a travel programme on the radio.
Where is the speaker?
A outside a café
B by the sea
C on a lake

[pause]

tone

This is the most beautiful place I've ever visited and, believe me, in my career as a travel writer I've seen some fabulous scenes. From the deck of this small sailing boat I have a wonderful view out over a short expanse of sparkling blue water to the white houses of the village on the left, and then to the wooded hillsides behind, which climb up to the snow-covered mountain peaks surrounding this lovely valley. By the water's edge, people are sitting in the late-evening sun enjoying a leisurely meal of fresh fish, caught in these waters only a few hours ago. It's heaven!

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.
You overhear a woman talking about a table-tennis table in a sports shop.
What does she want the shop assistant to do about her table-tennis table?
A provide her with a new one
B have it put together for her
C give her the money back

[pause]

tone

Giving me my money back isn't the point. My son needs to practise for an important match, but at the moment his table is lying in bits on the floor. When I bought it, I was assured that it would only take a matter of moments to screw the different parts in place, but the instructions don't make sense. Since I paid so much for it, I think it's only fair to ask for some hands-on help from you in getting it into a usable state. My son is impatient for a game on his new table!

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.
You hear part of an interview with a businesswoman.
What is her business?
A hiring out boats
B hiring out caravans
C building boats

[pause]

tone

Interviewer: Helen, was this business always a dream of yours?
Woman: No, not really. It developed from what we used to do – build fishing boats.
Interviewer: How long have you been in business?
Woman: About eight years. First we built the marina, then we bought boats to rent out for cruising holidays. It's going well!
Interviewer: How many boats do you have? During the summer I bet you're pretty busy.
Woman: Yes, people use them like caravans, really. They go up river for their holidays and then bring them back to the moorings here for us to prepare for the next client ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.
You hear a man talking on the radio.
Who is talking?
A an actor
B a journalist
C a theatre-goer

[pause]

tone

This is a really delicious part – plenty to get your teeth into, some very good speeches, a lot of change of mood. There's lots for the audience to identify with too, so it all goes to make my job more rewarding. The fact that this is a revival means I also have the challenge of putting my own stamp on a role. The original performance, by the man who created the part some twenty years ago, will still be in the mind of some members of the audience. I couldn't ask for more!

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a radio interview with Mike Reynolds, whose hobby is exploring underground places such as caves. For questions 9 to 18, complete the sentences.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Interviewer: In the studio with me today I have Mike Reynolds, who's what is known as a caver. In other words, he spends long periods of time exploring underground caves for pleasure. And Mike's here to tell us all about this fascinating hobby and how to get started on it. So Mike, why caves?

Mike: Well, cavers actually explore any space that's underground, whether it's caves, old mines or tunnels.

Interviewer: Oh right. So how big are these underground spaces?

Mike: Oh – anything up to eighty kilometres long ... which means that, in some cases, in order to reach the end you've got to sleep, to set up camp, inside the cave at some point – usually where both space and fresh air are available.

Interviewer: No good if you're afraid of the dark.

Mike: No.

Interviewer: So where do you find the best caves?

Mike: In terms of countries, the best places are, for example, Ireland, Australia and the Philippines. Here in the UK, various areas have the right sort of geology. My favourite is Wales, but you can find plenty of caves in northern England and in Scotland too.

Interviewer: Caving involves a lot of physical exercise, doesn't it?

Mike: That's right ... in terms of physical activity, it's very similar to climbing except they go up and we go down. The conditions can be very different though ... we often find ourselves facing very small gaps in the rock, which we have to crawl through on our hands and knees.

Interviewer: So the right equipment is obviously very important. If I wanted to start out on a hobby like this, what would I need?

Mike: Well, you'd need a hard hat, and it's important to get one that fits properly, so that it doesn't keep falling over your eyes or feel too tight, and these can cost anything from five to twenty pounds.

Interviewer: Umm ... that doesn't sound too much for starters.

Mike: Oh but then there's the lamp. You wear that on your head because it's very important to keep your hands free at all times. But it doesn't come with the hat and it can cost anything up to fifty pounds to get a suitable one.

Interviewer: I guess warm clothes are a must too?

Mike: You'll need to spend thirty to forty pounds on a waterproof suit because the caves can be pretty wet and cold inside and you can get ill if you're not protected. Then, of course, the thing that you really need to spend money on is something for your feet that keeps the water out. Strong boots are essential for this, also because without them you could be slipping on wet surfaces and doing yourself an injury. Cheap ones are just not as safe, I'm afraid.

Interviewer: It sounds pretty tough. I mean, is it really only a sport for the young and fit?

Mike: That's quite interesting, because people tend to think that, but in fact cavers come from all ages and backgrounds – students and professionals alike. You even find eighty-year-olds who've been doing it for years.

Interviewer: What exactly is it that people find so attractive?

Mike: It's excitement ... the pleasure you get in finding something new – a passage that nobody knew about before or a piece of rock that's just lovely to look at.

Interviewer: And I understand that conservation has become a key issue as well.

Mike: Yes. Forty-eight caves in Britain are now known as 'places of special interest' because of what they contain, and this is the same in other countries too.

Interviewer: So, do cavers enjoy competing, like in other sports?

Mike: No. We want to enjoy a safe sport and, in order to ensure that, there are no competitions in caving. We try to organise a range of events, but the emphasis is on co-operation and the enjoyment of the sport for what it can offer the individual.

Interviewer: Well, it sounds like something I'll have to try one day. Mike, thank you very much for coming in and sharing ...

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five different people talking about their work on a cruise ship. For questions 19 to 23, choose from the list A to F what each speaker says about their work. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1

I deal with anything to do with entertainment on board, and that covers guest lecturers, cabaret artists, the show company and any special nights. I have to plan each cruise with all the performers and then introduce them at the beginning of the show. There's never a dull moment! And if I want time to myself I have to escape to my cabin, because a huge part of my job is to mix with people. There are often parties to attend ... and then, sometimes, dance nights to organise. So, if I'm not in the shows, I'll be out there dancing with the passengers, because that's part of my job too.

[pause]

Speaker 2

I'm in charge of reception at the Health and Fitness Centre, so I greet passengers and organise their individual fitness programmes and beauty treatments. I wouldn't say it was glamorous because it's very hard work, but the rewards for me are meeting really interesting people, and the system of working. We do eight-month contracts, and once you've finished, it's up to you how much time you have off. Then you renew your contract when you're ready. I like working on a contract basis; I don't like to feel as if I'm stuck somewhere. At home, everyone follows the same nine-to-five pattern. Here, time just has a different meaning.

[pause]

Speaker 3

I'm responsible for the safety of the passengers. That means that, apart from keeping an eye on things on a day-to-day basis, I have to make sure that passengers can be safely evacuated if there's an emergency. So I do a lot of staff training to make sure each member of staff knows exactly what to do if there's a problem ... and, of course, we do emergency drills with the passengers. In theory, I'm on call for twenty-four hours a day, but, in fact, I'm generally on duty for about fifteen, so I do get the chance to socialise a bit too. When we're in port, though, I get the whole time off.

[pause]

Speaker 4

There are six photographers here, and we take photos of passengers in various locations on the ship. My main role, though, is to develop and print all the passenger film, so I'm less in evidence socially. We don't have set hours because every cruise programme is different and, because I print the photos, I frequently carry on working until six in the morning – getting them ready for the next day. It's quite exciting. People like having their pictures taken with the captain, and we also do quite a few shots in the restaurant and on party nights, but – generally – people come to us with their own requests.

[pause]

Speaker 5

I'm in charge of all the restaurants on board. So, menus, costings and the quality of food, plus any staff issues – it's all down to me. I love all that, even if the paperwork and accounts can be a bit dull sometimes. But I've worked for this company for nearly twenty-four years, and I haven't regretted it for one minute. Even though we can't choose where we go, we can put in requests for certain cruises. So, normally, I do four months away and then two months' leave. Where else could you get a job like that and get paid for it? You miss your friends and family, but you don't get time to think about it.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear an interview with a man called Stan Leach who is talking about adventure sports. For questions 24 to 30, choose the best answer, A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: ... Welcome back to the programme. Well, statistics show that the fastest-growing sports in Britain are adventure sports, and I have with me Stan Leach, an official at the Sports Council, who's going to tell us a bit about some of them. Stan, where shall we start?

Stan: Well, most people start with walking, I think – although of course strictly speaking it's not necessarily an adventure sport, but it's what gets most people outdoors. Indeed, the great thing about walking in Britain is the endless variety, from an easy stroll to a country pub, to an energetic walk up a high peak. If you want to take up walking, you can start with a few short circular walks and then pick something longer and more demanding.

Interviewer: What's this thing called scrambling I've been hearing about?

Stan: Yeah, scrambling is sort of in the grey area between walking and climbing. Scrambles are graded according to difficulty, and on the harder ones, which are quite close to rock climbing, it's best to go with an expert.

Interviewer: Well, that brings us nicely on to climbing – that's really caught on here lately, hasn't it?

Stan: Yes, and of course you know it doesn't have to mean going up the really big ones like Everest. Climbing might seem rather terrifying to begin with, but it's great fun and really keeps you fit. You start by climbing small crags before moving on to a rock face. I went for a day's lesson with mountaineer Alan Kimber in Scotland and it was really scary but really exciting.

Interviewer: Right, well, what's next?

Stan: Mountain biking. If you can get used to the saddle, you can cycle across Britain. But unlike in the USA, where there are special cycling paths, in Britain most of the paths are the same as for walkers, which can cause a bit of trouble. After the initial investment – there's one bike that costs four thousand pounds but you can get a very good one for two hundred – it's a cost-efficient sport. And there are relatively easy trips, such as the Pyrenees Traverse, which has seventy per cent downhill slopes with no major climbs.

Interviewer: Scuba diving's my personal favourite – any advice on that?

Stan: Yes, swimming underwater opens up a whole new world. Actually, for most people, the idea of being underwater, unable to breathe normally, is a frightening one, but with good tuition you can pick it up in no time at all. Once you get the qualification you need to be considered a competent diver, you can do it anywhere.

Interviewer: I see you've got skydiving on your list. Surely that's only for people who are very brave or mad?

Stan: Well, it is the sort of thing you'd expect to only see in the movies but you'd be amazed how many people go in for it these days. Six hours of training will give you enough background to make the first jump. People who really take to it often join display teams, so if you take it up you might find yourself taking part in special events.

Interviewer: OK, and finally canoeing. That always looks a bit dangerous to me – in that tiny boat with water rushing everywhere.

Stan: Well, there are some terrible bits of water where the real canoeing experts go but beginners can start in gentler waters and build up. There's one stretch in Wales that was designed for the world championships that has a dam release, so that at pre-set times the water runs through. You can phone up and they'll say it's a full release tomorrow or a quarter release, so you can choose your times according to difficulty.

Interviewer: OK, Stan, thanks a lot. After the break, we'll be going to Canada to look at ...

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 2 Key

Paper 1 Reading (1 hour)

Part 1

1 C 2 A 3 D 4 A 5 B 6 D 7 C 8 D

Part 2

9 C 10 G 11 D 12 F 13 H 14 A 15 E

Part 3

16 E 17 B 18 B 19 E 20 D 21 F 22 E 23 A
24/25 A/F (*in either order*) 26 E 27 D 28 C 29 D 30 C

Paper 2 Writing (1 hour 20 minutes)

Task-specific mark schemes

Part 1

Question 1

Content
The email must include all the points in the notes:
1) explain dates are good because of festival
2) give information and/or opinion about the hotel
3) suggest a shop or shops
4) describe sports facilities.

Organisation and cohesion
Email format, with early reference to why the person is writing. Clear organisation of points.

Range
Language appropriate to the functions above.
Vocabulary of leisure activities.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Part 2

Question 2

Content
The article should give information about writer's taste in music and at least one suggestion for making the music programme popular.

Organisation and cohesion
Clear organisation of ideas, with appropriate paragraphing and linking.

Range
Language of giving information and making suggestions.
Vocabulary relating to music and the radio.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 3

Content
The essay could agree or disagree with the statement, or discuss both sides.

Organisation and cohesion
Clear organisation of ideas, with appropriate paragraphing and linking.

Range
Language of opinion and explanation.

Appropriacy of register and format
Neutral essay.

Target reader
Would be able to understand the writer's point of view.

Question 4

Content
The letter should advise Jo about travelling and working in the writer's country.

Organisation and cohesion
Clear organisation of ideas, with appropriate paragraphing and linking.

Range
Language of giving advice.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 5(a)

Content
The letter should explain which character the writer dislikes most in *Officially Dead* and explain why.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of narration, description and explanation.

Appropriacy of register and format
Consistent register appropriate to the situation and target reader.

Target reader
Would be informed.

Question 5(b)

Content
The essay should give the writer's opinion of what will happen to the marriages of the Wickhams and the Darcys.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description and opinion.

Appropriacy of register and format
Consistent register appropriate to the situation and target reader.

Target reader
Would be informed.

Paper 3 Use of English (45 minutes)

Part 1

1 A 2 A 3 C 4 D 5 A 6 C 7 B 8 C 9 B
10 C 11 A 12 A

Part 2

13 all 14 no 15 was 16 used 17 been 18 makes 19 on
20 not 21 take 22 well 23 for 24 if

Part 3

25 mysterious 26 accidentally 27 proof 28 conclusion 29 analysis
30 unlikely 31 scientists 32 doubtful 33 addition 34 truly

Part 4

35 **too** complicated | for (any of) 36 didn't | **mean** to 37 made (the / my) **arrangements** | for 38 is **said** | to be 39 **prevented** us | (from) enjoying **OR prevented** / our | enjoying / enjoyment of 40 **seems** to | have left 41 **had** his tooth | taken out / extracted 42 **not** fallen | he would have

Paper 4 Listening (approximately 40 minutes)

Part 1

1 A 2 C 3 B 4 B 5 C 6 A 7 A 8 A

Part 2

9 travel agency 10 High Adventure 11 mending/repairing 12 6 days
13 local 14 bored 15 (enormous) storms 16 (World) Sailing Club
17 (other) ships 18 diaries

Part 3

19 D 20 C 21 F 22 B 23 A

Part 4

24 B 25 C 26 A 27 B 28 B 29 C 30 A

Transcript

This is the Cambridge First Certificate in English Listening Test. Test Two.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1 *You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

Question 1

One.
You hear part of an interview in which a film director talks about his favourite movie.
Why does he like the film?
A It is very funny.
B It is very exciting.
C It is very romantic.

[pause]

tone

Interviewer: So, do you have a favourite movie?
Director: Oh ... that's difficult. Well ... I think it has to be *The Agents*, the Mel Rivers movie. I like it because it reminds you that no matter how hard life is, or how many times you get knocked down by bad situations, things can get a whole lot worse.
Interviewer: When did you first see it?
Director: On television, late one night ... I must have been about sixteen. There were moments when I just couldn't stop laughing. It's anarchic and silly, but it's very warm. I love the friendship that develops between the two main characters.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.
You hear a man talking about a sofa he bought.
What's he complaining about?
A He received the wrong sofa.
B The shop overcharged him for the sofa.
C The sofa was damaged.

[pause]

tone

I think this is the last time I'm buying anything from that shop. I can't believe how inefficient they are! But they've got reasonable prices. The next time I buy a sofa, I'd be prepared to pay double to avoid all this stress. They came to deliver it, and when I saw it I thought, *This isn't the sofa I chose, maybe the colour looks different in daylight*. But it was mine. And then I realised that part of the cover at the back was torn and the filling was coming out. So I got them to take it away and now I have to wait two weeks to get it replaced.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.
You hear an actor talking about using different accents in his work.
What point is he making about actors?
A They need to study a wide variety of accents.
B They have to be able to control their use of accents.
C They should try to keep their original accents.

[pause]

tone

Most actors start out with a bit of a regional or non-standard accent of some sort, but what tends to happen is that, at drama school, part of the training is to acquire what's called 'standard English'. So you lose your original accent and when somebody says, you know, 'Do something in your old voice,' it takes a couple of minutes to click in and get your head round it again. I phone my parents and they say, 'My, you sound so English!' but then over here I sometimes don't get work because people can hear that I'm actually Australian, so I've got a bit more work to do there.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.
You hear part of an interview in which a man is talking about winning his first horse race.
What does he say about it?
A He found it rather disappointing.
B He didn't have a chance to celebrate.
C He was too tired to care.

[pause]

tone

Interviewer: Can you still remember the thrill of it? I mean, the first time you actually ride out there, out in front must be ...

Man: Yeah, yeah, it was certainly a big thrill, but it was an evening event. It was the last race and it was almost dark by the time we'd finished and when I got home it was about ten or eleven o'clock, so there was very little time to think about it or do anything. And I had to be up at about half five the next day for my job, so unfortunately it was straight back to work really.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.
You hear a writer of musicals talking on the radio.
What's he trying to explain?
A why his aunt's career was not very successful
B the difference between American and British musicals
C his reasons for becoming a writer of musicals

[pause]

tone

I was always fascinated by the musical theatre, from the very word go. My aunt was an actress, not a particularly successful one, but I thought her world was unbelievably glamorous. And she used to take me to London to see some of the American musicals which were on in Great Britain some time after they were on in New York, and so I got to see a lot of things at a very early age. It just grabbed me, it was one of those things.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.
You hear the beginning of a lecture about ancient history.
What's the lecture going to be about?
A trade in arms and weapons
B trade in luxury household goods
C trade in works of art

[pause]

tone

The earliest records of this trade go back to the Ancient Greek period, with various deals around the Mediterranean area. Unlike the trade in more decorative or luxury goods, however, few written records remain. So we mostly rely on archaeological evidence, which does show, for example, that designs for swords spread from Greece to the rest of Europe. And using the type of research more usually associated with the spread of artistic trends, we can now show how the equipment necessary to do battle was being exported.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.
You hear a man talking about travelling from London to France for his job.
What does he say about the train journey?
A He's able to use it to his advantage.
B It's a boring but necessary part of his job.
C He enjoys the social aspect of it.

[pause]

tone

The best thing about the Eurostar train is that it is city centre to city centre. I almost always travel with colleagues and we use the train as a second office. Sometimes there are as many as nine of us and I schedule formal meetings to have on the train. I invite suppliers and clients who have meetings in Paris on the same day to travel with us so we can discuss business. It's a perfect opportunity to talk without the distractions of the office – we don't switch on our mobile phones.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.
You hear a woman in a shop talking about some lost photographs.
What does she think the shop should give her?
A some money
B a replacement film
C an apology

[pause]

tone

It's no good just standing there saying you're sorry, because that isn't going to give me the photographs you've lost, is it? And I took them on a once-in-a-lifetime holiday, so it's impossible to replace them. It didn't cross my mind for an instant that you could lose a roll of film, just like that. To be frank, I think it's an insult just to offer me a new roll in its place. I would expect at the very least to be offered a refund, and compensation for the loss and inconvenience, even if it isn't your normal policy.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2 *You'll hear part of a radio interview with a woman who sailed round the world on her own. For questions 9 to 18, complete the sentences.*

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Interviewer: In the studio this week we have Anna Stephens, who returned last July after a non-stop voyage round the world alone. Anna, welcome to the programme. Tell me, how did you get interested in sailing?

Anna: Well, although I was a teacher of sports in a school for a while, it wasn't until I started working for a travel agency that I first went sailing. A colleague invited me and I loved it straightaway. After that I went on several sailing holidays with friends in the Mediterranean.

Interviewer: So where did you get the idea to sail round the world alone?

Anna: Well, I read a book, *High Adventure* was the title, which was about a woman sailing alone, and it really impressed me. I suddenly knew what I wanted to do with my life. So I gave up my job and talked a friend into lending me his boat. It was a bit old and rusty, but basically fine. I then spent the next few months mending the boat.

Interviewer: Did you take the boat out to sea to test it?

Anna: Well, that was the problem – I had planned to spend three weeks seeing how the boat performed at sea, but after six days I had to return because it got damaged in bad weather. That was good really because if I'd had three weeks of good weather I wouldn't have realised what problems I needed to sort out.

Interviewer: What did people say when you had to turn back?

Anna: Oh, some of them thought this proved I wasn't ready for the trip. I would have preferred to carry on with my preparations without telling anybody, but because I relied on money from a number of local companies, they all had to be kept informed of my progress.

Interviewer: Right. Once you finally set out and you were out there alone, did you never feel lonely?

Anna: Well, yes I did, but that wasn't my main problem. The trip was ruined for me by the boat making such slow progress that I got bored. I wanted to be doing something all the time. The only time I really felt busy was in the Southern Ocean, where there were enormous storms and I had plenty to think about all the time.

Interviewer: Were the storms really frightening?

Anna: No, they were the really exciting part. My main difficulty was when I got back home and people didn't believe I'd really done it.

Interviewer: Why did that happen?

Anna: Well, as soon as I returned, I got on the phone to the World Sailing Club to say that I had successfully completed the trip and what did I have to do to get my certificate. They told me to fill in all the forms, etc. Then, on television, people began to say that it was strange, although I claimed to have sailed around the world, I had not been in touch with any ships along the way. That's what started it. After that the newspapers were saying I hadn't made the trip at all!

Interviewer: So how did you manage to convince people?

Anna: Well, I showed the sailing club my diaries, which I'd been very careful to keep up-to-date throughout the trip, and they checked them and gave me a certificate. I even got an apology from the newspapers in the end.

Interviewer: And what will your next challenge be?

Anna: I haven't got any firm plans as yet, but I'm writing a book about the trip.

Interviewer: Well, thank you, Anna. We look forward to reading all about it ...

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five young people talking about what makes a good teacher. For questions 19 to 23, choose from the list A to F which of the opinions each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1

Well, I've had lots of teachers who really knew their stuff. I mean, you could ask any question and you knew you'd get the answer ... But most teachers, when their class was over, that was it, they were gone. You see, a teacher may know a lot. The thing is, it's usually after class that you need their help, often as an individual, if you know what I mean. They think if they just turn up and do the job, that's good enough. I remember one teacher, she was new, said drop in any time. I liked that, I really did ...

[pause]

Speaker 2

I was always good at maths, and I think it was because I had this excellent teacher, I was lucky really. I didn't like doing my homework, and he'd say, *These are the rules, take it or leave it, you do this for tomorrow or you're out of my class.* You see, a teacher may be there for you whenever you need his advice, but if he doesn't force you to do your best, it'll all be wasted, won't it? This teacher had been in the school for many, many years, and I know some of the younger teachers didn't like his methods.

[pause]

Speaker 3

I think it takes some time for a teacher to become really good. Sometimes a teacher who's just starting, well, they can be so demanding, expect a lot, it's as if they want to teach you everything now, if you know what I mean. Some of my friends were always against the teachers who'd been there for a while, and I used to say, *Well, they're the ones who've gone through all this before, and when they tell me I've done something really well, it means a lot, doesn't it?*

[pause]

Speaker 4

In my opinion, a good teacher has to be able to cover a topic thoroughly. I once had a history teacher who was really kind and helpful – you know, her smile, her manner, like a big sister, she was. I was very interested in history at the time, and I realised she didn't exactly ... master the subject ... I think this kind of put me off, although she was always willing to look things up for me in her library, nothing was too much trouble for her. But I sort of lost confidence in her.

[pause]

Speaker 5

No matter how much a teacher knows about a subject, I think he or she needs to remember that the students are not there to become experts. A good teacher is one that gives encouragement all the time, who tells you when you're making progress, even if it's only very little progress. Of course, a person can know everything about a subject and still be no good as a teacher. We've all had teachers like that, the kind who'll only be satisfied with the highest standards and who will never give you credit for having tried.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4 *You'll hear a radio interview about a mountain-climbing weekend. For questions 24 to 30, choose the best answer, A, B or C.*

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: My guest today is Douglas Turner, who recently spent a weekend climbing a mountain in Africa. Douglas, how did this come about?

Douglas: Well, I suppose it started with seeing adverts for activity holidays in the national press week after week; it somehow got into my subconscious. Then there was one which said, 'Are you ready for the greatest physical challenge of your life? Five thousand metres. One weekend.' And somewhat against my better judgement, I found myself picking up the phone straight away. You see, I simply hadn't trained for it; the nearest I'd got was a bit of hill-walking five years ago.

Interviewer: What did you think you would get out of the weekend?

Douglas: Generally when I go to things, I enjoy meeting people, but in this case I was afraid the rest of the group would be a bunch of healthy types and I wouldn't have much in common with them. And as for the physical effort of climbing the mountain, I thought I'd be lucky if I survived the weekend at all! It was more a kind of wanting to see what I was mentally capable of doing. Would I get cold feet and not go at all? Or go, but give up halfway up? That sort of thing.

Interviewer: But you made it to the top.

Douglas: Yes, I did. Much to my surprise, I can tell you.

Interviewer: And were you right about the other people?

Douglas: No, actually. There were a few serious walkers and climbers, but most of the participants were professional people who wanted to do something quite different once in a while, more or less like me, in fact. So not intimidating after all. Though I have to admit that nearly all of them were fitter than me. Actually, I hadn't realised so many people did this sort of thing. It was funny – when I told a friend that I was going, she said, 'Oh, not another one. Everyone I know's going climbing this year. There's a big thing about pushing yourself to your limit at the moment, isn't there? You're welcome to it,' she said. 'You won't catch me up there.'

Interviewer: How did you all get on together?

Douglas: I suppose we were a bit suspicious of each other at first, but that soon went, and we somehow developed a really close group feeling, and nobody complained about having to wait for the slow ones, which usually included me. Or at least, if they *did* complain, they did it out of earshot. In fact, on the flight home we were busy exchanging cards and decided to book another weekend trip as a party – but without a mountain in sight this time.

Interviewer: So how did the weekend compare with your expectations?

Douglas: It was much better than I'd expected. It made me change in subtle ways. As I'd hoped, I gained in self-knowledge, and I learnt to get on with people I couldn't escape from, but I also became much more observant, of the tiny little wild flowers, for instance, and that was quite a bonus.

Interviewer: I suppose you're going to be a regular mountain climber now.

Douglas: The pair of boots I wore I'm keeping with the mud still on them on my desk at work. They're a kind of trophy, to prove to myself that I've done it. But I somehow don't think I'll be using them again. I'm going to have to put them somewhere less visible, though, because it's sometimes a bit embarrassing when other people are impressed.

Interviewer: Douglas Turner, thank you very much.

Douglas: Thank you.

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 3 Key

Paper 1 Reading (1 hour)

Part 1

1 B 2 C 3 B 4 A 5 C 6 B 7 D 8 D

Part 2

9 E 10 C 11 D 12 A 13 G 14 F 15 B

Part 3

16 B 17 D 18 B 19 E 20 D 21 A 22 C 23 F 24 A
25 E 26 A 27 C 28 B 29 C 30 C

Paper 2 Writing (1 hour 20 minutes)

Task-specific mark schemes

Part 1

Question 1

Content
The email must include all the points in the notes:
- explain why the journey home from the airport took three hours
- describe the photo the writer likes best
- say where the watch was found
- say where the writer would like to stay and why.

Organisation and cohesion
Email format, with early reference to why the person is writing. Clear organisation of points.

Range
Language appropriate to the functions above.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Part 2

Question 2

Content
The essay could agree or disagree with the statement, or discuss both sides of the argument.

Organisation and cohesion
Clear development of viewpoint, with appropriate paragraphing and linking of ideas.

Range
Language of opinion and explanation.

Appropriacy of register and format
Neutral essay.

Target reader
Would be able to understand the writer's point of view.

Question 3

Content
The article should give information about who the writer would choose to be for 24 hours, and why.

Organisation and cohesion
Clear organisation of ideas, with appropriate paragraphing and linking.

Range
Language of information and explanation.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 4

Content
The review should describe the festival and say whether the writer recommends it.

Organisation and cohesion
Clear organisation of ideas, with suitable paragraphing and linking.

Range
Language of description, explanation and opinion.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 5(a)

Content
The letter should explain which character in *Officially Dead* is the strongest, and which is the weakest.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description and explanation.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Question 5(b)

Content
The essay should explain which part of *Pride and Prejudice* the writer thinks is the most interesting, and why.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description, explanation and opinion.

Appropriacy of register and format
Neutral essay.

Target reader
Would be informed.

Paper 3 Use of English (45 minutes)

Part 1

1 B **2** D **3** A **4** D **5** A **6** A **7** C **8** B **9** C
10 A **11** B **12** D

Part 2

13 rid **14** into **15** a **16** than **17** few **18** with **19** of / for
20 all / any **21** not **22** on **23** and / then **24** so

Part 3

25 cheerfully **26** energetic **27** madness **28** healthy **29** Membership
30 response **31** regularly **32** improvement **33** differences **34** harmful

Part 4

35 was | put **off** by 36 how | **wide** the / this cupboard 37 **took** George / him ages | to tidy 38 **had** her house | designed by 39 **accused** him of | eating 40 had been **paying** | (more) attention 41 **could** be difficult / hard | for 42 **ought** to | have asked (me / permission)

Paper 4 Listening (approximately 40 minutes)

Part 1

1 B 2 B 3 C 4 A 5 A 6 C 7 B 8 A

Part 2

9 British Airways / BA 10 cabin 11 motorbike 12 Australia
13 helpers 14 fuel 15 9 months 16 sea 17 accurate 18 tired

Part 3

19 D 20 F 21 E 22 A 23 C

Part 4

24 B 25 A 26 C 27 A 28 C 29 B 30 B

Transcript

This is the Cambridge First Certificate in English Listening Test. Test Three.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1 *You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

Question 1

One.
You hear a man talking to a group of people who are going on an expedition into the rainforest.
What does he advise them against?
A sleeping in places where insects are found
B using substances which attract insects
C bathing in areas where insects are common

[pause]

tone

Because you need water for various reasons, you often end up making your overnight camp by a river. Providing you take care to keep insects away, this can be as healthy a place as any. Much as you might feel you need a good wash, one trap not to fall into, though, is the use of soap or shampoo. These may make you feel good, but actually give off unnatural smells in the jungle which act as a magnet to insects, thus increasing the chances of your getting bitten. Better to actually go in for a dip, being careful to dry off and re-apply your anti-insect cream immediately afterwards.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.
You overhear two people talking about a school football competition.
What did the woman think of the event?
A She didn't think anyone had enjoyed it.
B It managed to fulfil its aims.
C Not enough people had helped to set it up.

[pause]

tone

Man: So, how did the school football competition go on Saturday? Sorry I didn't turn up to help, but I had so much to do, you know how it is.

Woman: Oh, don't worry – luckily some of the other parents came along to help. We just didn't attract as many teams as we thought we would, and I thought the whole thing lacked any excitement as a result. You know, of course, that the point was to raise some money to pay for new trees in the school grounds? Well, we achieved that, and my kids thought the whole afternoon was great, so I guess it was OK.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.
You hear a woman talking about her studies at the Beijing Opera School.
How did she feel when she first started her classes?
A worried about being much older than the other students
B disappointed because her dictionary was unhelpful
C annoyed by the lack of communication with her teacher

[pause]

tone

I was twenty-four when I went to China and persuaded the Beijing Opera School to take me on as their first Western pupil. I was twice the age of the other students and hardly spoke their language. At the interview I arrived with my little Chinese–English dictionary, which was quite funny, as it helped towards persuading them, 'cause they thought: *This girl is so determined.* When I actually started the lessons it was very irritating both for me and my teacher. Most of the time we were making signs at each other and misunderstanding. I just had to remain as patient as they were. I learnt the lesson of patience through that school ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.
You hear a famous comedian talking on the radio about his early career.
Why is he telling this story?
A to show how lucky he was at the beginning
B to show the value of a good course
C to show that he has always been a good comedian

[pause]

tone

To be honest, I sort of fell on my feet. I was doing this course in media studies, which meant, you know, looking at cameras and drinking lots of coffee. And one day, we visited a television station as, like, work experience. And they were making this variety show and said they were looking for a new comedian because someone had let them down, and so myself and my friend volunteered. It's still a mystery to me why, but they liked us, and so I was on live television at the age of about seventeen. We thought we were absolutely brilliant, but I'm glad to say no copy exists of those programmes.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.
You hear someone talking on the phone.
Who is she talking to?
A someone at her office
B someone at a travel information centre
C a family member

[pause]

tone

So tell me again, what time does that train get in? I see. That's a bit late, because I wouldn't really have enough time to get from the station to my meeting. What about the one before that, what time does that one arrive? Yes, that sounds better. Is it necessary to book? Will you see to that for me and leave the tickets on my desk? No, on second thoughts, I'll be at my mother's for the weekend. Can you post them to me there? It'll save time all round. Thanks.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.
You hear a novelist talking about how she writes.
How does she get her ideas for her novels?
A She bases her novels on personal experiences.
B Ideas come to her once she starts writing.
C She lets ideas develop gradually in her mind.

[pause]

tone

I get lots of ideas for novels, but I don't necessarily follow them all up. Only when they stick around over a period of years do I realise that a particular idea has really got a hold on me. That's certainly what happened with my latest novel, *The Red Cord*. Although it's set in my home city of Sydney, Australia, the stirrings of an idea came about ten years ago when I was travelling in China. This was followed by a long period when the idea occasionally came back into my consciousness, each time refined a little more, until I reached a point where I thought I'd better start writing.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.
You hear a woman talking to a friend on the phone.
What's she doing?
A refusing an invitation
B denying an accusation
C apologising for a mistake

[pause]

tone

What do you mean, Mary, when you say I never invite friends round to my house? No, sorry, I can't accept that. I invited everybody round here for a party on my last birthday, remember? I was going to cook something special for you all and then Henry and Mark insisted on taking us out to that new Japanese restaurant in town. It's true that I accepted their offer, but I thought it would be very rude to refuse.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.
You hear a radio announcement about a future programme.
What kind of programme is it?
A a play about a child
B a reading from a children's book
C a holiday programme

[pause]

tone

Memories of long summer days by the sea are recalled in *The Last Summer*, our family drama this afternoon. The Finnish children's writer Tove Jansson, well known for her stories about family life, wrote *The Last Summer*, a magical recreation of her own long childhood summers spent on an isolated island with her grandmother. There are superb performances by Moira Harmer and Alice Williams. Tune in to *The Last Summer* at two o'clock this afternoon and be transported to an island in a blue sea, far away from the world of work.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2 *You'll hear an interview with a man who enjoys flying in a small aircraft called a microlight. For questions 9 to 18, complete the sentences.*

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Interviewer: Now, today I have with me Brian Coleford, and he's someone who spends a lot of time up in the air in that smallest of aircraft, the microlight. Hello, Brian.

Brian: Hello.

Interviewer: But it's more than just a hobby, isn't it?

Brian: Oh yes. I learnt to fly when I was at university and I worked as a British Airways pilot for many years until my retirement. These days I spend a lot of my time helping people who want to learn how to fly a microlight, as well as other types of aircraft, at a local flying club.

Interviewer: Tell us about the microlight.

Brian: Well, it's like a very small aircraft, which is powered by an engine. The thing with microlight flying is that it's the closest you can get to actually feeling like a bird, because you're out in the open air – there's no cabin or anything around you.

Interviewer: Oh I see ...

Brian: And although it's powered, the way it's controlled is by moving your own weight. You steer it by moving your body one way or another.

Interviewer: So you have to lean over like you would on a motorbike?

Brian: You don't lean really, you actually have to push. So you have to be quite fit, especially for a long flight.

Interviewer: Which brings us on to the other thing which I know about you, and that is that you've recently broken a world record. Tell us about that.

Brian: Well, it involved flying over four continents, because I left from London and flew over Europe, Africa and Asia on the way to Australia. No one had ever done that before in a microlight.

Interviewer: The organisation for a long flight must be very difficult indeed, Brian. Surely you didn't do it all on your own?

Brian: Yes – I had no helpers. It was a matter of planning my route in advance and finding out where I'd be able to get fuel en route, and knowing how far I could plan to travel safely each day.

Interviewer: So how far can you travel on one tank of fuel?

Brian: Well, I had a special fuel tank fitted – that was the only way in which my microlight was modified for the flight. So that meant I had enough fuel to be able to do about eight hours. The actual distance I covered depended on the winds, of course, but the still-air distance was round about five hundred miles a day. It took nine months to plan the forty-nine-day flight, and for each leg I filed a flight plan, so that each airport I would land at knew that I was on the way, and if I didn't arrive within half an hour of the time I'd stated, then they'd have started looking for me.

Interviewer: Yes, I'm sure that's very necessary. What radio, if any, did you have?

Brian: Yes, I had a two-way VHF radio, but the range of that was only seventy miles, so there was a lot of time when I was out of radio contact with anybody. I crossed thousands of miles of desert and mountain, which is quite dangerous, of course, should anything go wrong, and five thousand miles of the trip was over the sea, which is even more so.

Interviewer: So how did you find your way?

Brian: Well, I had a navigation system which uses satellite signals. It was really easy to use and, I must say, very accurate. I couldn't say I had any problems in knowing where I was or which way I was going.

Interviewer: And what sort of protection did you have? I mean, you weren't just dangling in the cold air, were you?

Brian: Yeah, I just wear a warm flying suit and warm clothes underneath. The coldest was going over the Alps – it was minus twenty-eight degrees there – because I was quite high up. But actually feeling tired was my real problem because it was often dark by the time I landed and I was leaving again at first light. I was never hungry because I was met by such great hospitality everywhere I went. Although sadly I didn't get to see much of the places I visited.

Interviewer: Well, Brian, many congratulations. It's a wonderful achievement. And thank you very much for coming in today and talking about ...

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five different people talking about short courses they have attended. For questions 19 to 23, choose from the list A to F what each speaker says about their course. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1

I went on a canoeing course last weekend, rather against my better judgement, because although I enjoy swimming, I thought canoeing might be too difficult. And I was right. I really couldn't get the hang of it. I bet the tutors will remember me: not because I was one of their star students, far from it, but I fell out of the canoe more often than everyone else put together! But even so, I enjoyed it so much that when some of the group signed up to do another course together, in six months' time, I found myself signing up too. I bet the tutors refuse to teach me next time!

[pause]

Speaker 2

It was really good fun: fifteen people from all sorts of backgrounds, all desperately trying to speak Italian to each other, and most of us were absolute beginners. We kept falling about laughing, but actually it did get a lot easier by the last day, and the tutors were awfully patient. It was held in a big house in the country which now belongs to a university, and the whole thing was brilliant. In fact I don't know how they can do it for what they charged, because it was almost like staying in a luxury hotel. Maybe it was subsidised by the university.

[pause]

Speaker 3

It was quite an odd sort of course, in a way, because I expected everyone to be working together, and helping each other to learn, but most of the time we were all just working on our own computers, with the tutor going round and helping each person individually. No teamwork at all. It made me realise that I work much better with other people than on my own: maybe it's poor motivation, or something. Anyway, I learnt much more about using a computer, which is what I wanted, so I suppose it was worth it, even though I can't say I enjoyed it much.

[pause]

Speaker 4

I can hardly move, I'm so exhausted. We were out on the courts playing tennis from morning to night, practically. I'm certainly not as fit as I ought to be. I suppose they thought we'd want to play all day to get our money's worth. Well, I could have done with a bit more theory and demonstrations, and a lot more taking it easy! They told me I should go on to the advanced course, next month, but I don't know: I think they have to say that to get the bookings, because they seemed to be saying the same thing to everyone.

[pause]

Speaker 5

There were several people I've met on other courses: I haven't been on *that* many, but some of them seemed to take at least a dozen a year. Actually we ended up spending a lot of time chatting and going for walks in the garden, and that kind of made up for the fact that I didn't really learn much about local history, which is why I'd gone. The tutor certainly knew a lot about the subject, but she seemed to have very little idea how to teach, so I just couldn't get into it. And it cost enough. I probably need to find a better way of studying.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear part of a radio interview with Martin Middleton, who makes wildlife programmes for television. For questions 24 to 30, choose the best answer, A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: Today's guest needs no introduction. He is a man who has given us hours of interest and entertainment over the years, with his weekly series of wildlife programmes. He is, of course, Martin Middleton. Martin, you've been to the four corners of the Earth in search of material. Where did this love of adventures come from?

Martin: I don't really know ... I didn't travel much as a child, but I remember reading about the East and being fascinated by it. Then, when I was about twelve, I met someone who'd been to Singapore – and to me that seemed incredible ... and, of course, when I started in television, back in the early nineteen sixties, you didn't travel to make a wildlife programme ... you went along and filmed at the local zoo. So, when I said I'd like to go and film in Africa, the Head of Programmes just laughed at me.

Interviewer: And did you go to Africa?

Martin: On that occasion, no! But I eventually got them to allow me to go to Borneo, in nineteen sixty-two. There was just me and a cameraman. We went off for four months, filming wherever we found something interesting. We bought a canoe, sailed up-river for ten days and ended up in a traditional longhouse. Nowadays, of course, it's all quite different.

Interviewer: Different? In what way?

Martin: We do months of preparation before we set off, so when we start filming, we know exactly what scenes we want to get. I mean, you don't get up in the morning and say to your team, 'What shall we do this morning?' You have to know exactly what each scene is going to show ... to work to a strict plan.

Interviewer: Some of your programmes have taken place in some pretty remote areas. It's hard to imagine other programme-makers wanting to risk the dangers or discomfort that you've experienced.

Martin: Well, if you want original material, you've got to go off the beaten track ... but you can find yourself doing some pretty strange things ... um ... like, for example, on one occasion, jumping out of a helicopter onto an iceberg. There I was ... freezing cold ... then it started to snow ... and the helicopter had gone back to the ship and couldn't take off again. So I was stuck there, on this iceberg, thinking, 'This is crazy ... I didn't even want to come here!'

Interviewer: What I wonder is ... where does somebody like yourself, who travels to all these exotic places as part of their work, go on holiday?

Martin: *(laughs)* I'm not very good at lying on a beach, that's for sure. I wouldn't go to a place just to sit around. It's nice to have an objective when you're travelling ... to have something you want to film ... um ... I've just come back from the Dominican Republic, and we were put up for the first night in a big hotel ... the place was absolutely full of people, just lying there, sunbathing. They seemed quite happy to spend the whole day stretched out around the pool ... they never seemed to want to go and explore the amazing things there were to see outside the hotel. For me, that would be a very boring way to spend a holiday.

Interviewer: Your programmes, though, must have inspired a lot of people to take their holidays in remote and little-known places.

Martin: You are probably right, but ... well ... I have mixed feelings about all this. I go back to the places where, years ago, I was the only European, and now there are cruise ships coming three times a day. So you worry that in ten years or so every remote place on the planet will be swallowed up, because everyone will be visiting it. But, on the other hand, I am in favour of tourism that is done in a way that protects the environment. You can see a good example of this in the Galapagos Islands, where the tourism is carefully managed. That's very successful, and could be a model for the future ...

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 4 Key

Paper 1 Reading (1 hour)

Part 1

1 D 2 A 3 B 4 D 5 C 6 A 7 D 8 A

Part 2

9 G 10 E 11 C 12 F 13 D 14 A 15 H

Part 3

16 B 17 D 18 A 19 B 20 C 21 D 22 A 23 C
24 C 25 B 26 C 27 D 28 A 29 C 30 D

Paper 2 Writing (1 hour 20 minutes)

Task-specific mark schemes

Part 1

Question 1

Content
The email must include all the points in the notes:
1) agree to go to the concert with Alex
2) give Alex information about the band
3) explain whether writer prefers to sit or stand at concert
4) suggest what writer would like to do.

Organisation and cohesion
Email format, with early reference to why the person is writing. Clear organisation of points.

Range
Language appropriate to the functions above.
Vocabulary of music and concerts.

Appropriacy of register and format
Consistent register appropriate to the situation and target reader.

Target reader
Would be informed.

Part 2

Question 2

Content
The report should describe the main means of transport in the writer's local area and suggest how the transport facilities could be improved.

Organisation and cohesion
Clear organisation of ideas, with suitable paragraphing and linking. Sub-headings an advantage.

Range
Language of description, explanation and suggestion.
Vocabulary relating to transport.

Appropriacy of register and format
Consistent register suitable for the situation and target reader. Report layout not essential.

Target reader
Would be informed.

Question 3

Content
The article should name an important person in the writer's life and explain why that person is special.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description and explanation.

Appropriacy of register and format
Consistent register appropriate to the situation and target reader.

Target reader
Would be informed.

Question 4

Content
The story should continue from the prompt line.

Organisation and cohesion
Could be minimally paragraphed. Story should reach definite ending, even if that ending is somewhat open-ended.

Range
Narrative tenses.
Vocabulary appropriate to chosen topic of story.

Appropriacy of register and format
Consistent register suitable for the situation.

Target reader
Would be able to follow the storyline.

Question 5(a)

Content
The essay should describe how Julie Fenton feels at the end of *Officially Dead*, and why.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of description, narration and explanation.

Appropriacy of register and format
Neutral essay.

Target reader
Would be informed.

Question 5(b)

Content
The letter should give the writer's opinion of why the book is called *Pride and Prejudice*.

Organisation and cohesion
Clear development of ideas, with appropriate paragraphing and linking.

Range
Language of explanation and opinion.

Appropriacy of register and format
Consistent register suitable for the situation and target reader.

Target reader
Would be informed.

Paper 3 Use of English (45 minutes)

Part 1

1 D 2 A 3 A 4 C 5 A 6 D 7 A 8 C 9 A
10 B 11 D 12 C

Part 2

13 the 14 too 15 one 16 in 17 which 18 far 19 up
20 for 21 every / any 22 come 23 have / need 24 able

Part 3

25 relieve 26 motionless 27 peaceful 28 extremely 29 practical / practicable 30 pressure 31 fitness 32 assistance 33 solutions 34 unpleasant

Part 4

35 **because** the wind | was 36 have not / haven't **heard** (anything) | from
37 not **advisable / advisable** not | to hire (your) 38 was **set** | up by
39 has been | a **rise** 40 to **discuss** | the matter with 41 **never** stayed in | a better
42 anybody / anyone | **came** to

Paper 4 Listening (approximately 40 minutes)

Part 1

1 A 2 A 3 B 4 C 5 B 6 A 7 A 8 C

Part 2

9 German (and) Spanish 10 (tour) guide 11 World Travel 12 4 months
13 advertising 14 journalists 15 adventure holidays 16 home town
17 presenter 18 conference

Part 3

19 C 20 D 21 F 22 B 23 A

Part 4

24 A 25 B 26 B 27 C 28 B 29 C 30 B

Transcript

This is the Cambridge First Certificate in English Listening Test. Test Four. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1 *You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

Question 1 *One.*
On a train, you overhear a woman phoning her office.
Why has she phoned?
A to check the time of an appointment
B to apologise for being late
C to find out where her diary is

[pause]

tone

Jenny, hi, it's me. I'm on the train and it's stuck somewhere just outside the station – signalling problems or something ...Yes, I know, sorry, but there's nothing I can do about it. Anyway, listen, could you check my diary and see when I'm supposed to be with those marketing people? ... It's on my desk ... ... Oh, isn't it? Oh, that's strange. And it's not in the drawer? I wonder ... Oh, I know, I must have left it in Jimmie's office after yesterday's meeting. You couldn't get it and then ring me back, could you? Sorry to be a nuisance. Thanks a lot.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 *Two.*
You switch on the radio in the middle of a programme.
What kind of programme is it?
A a nature programme
B a cookery programme
C a news programme

[pause]

tone

Eggs are delicious food and parents have to make sure they are laid in spots well hidden from hungry thieves. One such careful parent braves the rushing waters of the Iguaçu waterfalls in South America to lay its eggs in a damp crack in the rock face behind the falling water. Accidents are frequent, but evidently the risk is considered worthwhile. In any case, there are no eggs on the menu in this particular part of South America, which is bad news for some!

[pause]

Part 3

25 relieve 26 motionless 27 peaceful 28 extremely 29 practical / practicable 30 pressure 31 fitness 32 assistance 33 solutions 34 unpleasant

Part 4

35 **because** the wind | was 36 have not / haven't **heard** (anything) | from
37 not **advisable / advisable** not | to hire (your) 38 was **set** | up by
39 has been | a **rise** 40 to **discuss** | the matter with 41 **never** stayed in | a better
42 anybody / anyone | **came** to

Paper 4 Listening (approximately 40 minutes)

Part 1

1 A 2 A 3 B 4 C 5 B 6 A 7 A 8 C

Part 2

9 German (and) Spanish 10 (tour) guide 11 World Travel 12 4 months
13 advertising 14 journalists 15 adventure holidays 16 home town
17 presenter 18 conference

Part 3

19 C 20 D 21 F 22 B 23 A

Part 4

24 A 25 B 26 B 27 C 28 B 29 C 30 B

Transcript

This is the Cambridge First Certificate in English Listening Test. Test Four. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1 *You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*

Question 1 *One.*
On a train, you overhear a woman phoning her office.
Why has she phoned?
A to check the time of an appointment
B to apologise for being late
C to find out where her diary is

[pause]

tone

Jenny, hi, it's me. I'm on the train and it's stuck somewhere just outside the station – signalling problems or something ...Yes, I know, sorry, but there's nothing I can do about it. Anyway, listen, could you check my diary and see when I'm supposed to be with those marketing people? ... It's on my desk ... ... Oh, isn't it? Oh, that's strange. And it's not in the drawer? I wonder ... Oh, I know, I must have left it in Jimmie's office after yesterday's meeting. You couldn't get it and then ring me back, could you? Sorry to be a nuisance. Thanks a lot.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 *Two.*
You switch on the radio in the middle of a programme.
What kind of programme is it?
A a nature programme
B a cookery programme
C a news programme

[pause]

tone

Eggs are delicious food and parents have to make sure they are laid in spots well hidden from hungry thieves. One such careful parent braves the rushing waters of the Iguaçu waterfalls in South America to lay its eggs in a damp crack in the rock face behind the falling water. Accidents are frequent, but evidently the risk is considered worthwhile. In any case, there are no eggs on the menu in this particular part of South America, which is bad news for some!

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.
You overhear a conversation between a watchmaker and a customer.
What does the watchmaker say about the watch?
A It's impossible to repair it.
B It's not worth repairing.
C He doesn't have the parts to repair it.

[pause]

tone

Customer: There's something wrong with my watch. It's running slow.
Woman: Oh, a Lexor. It's a common problem with the older Lexor watches. The latest ones are much better!
Customer: That's no help to me.
Woman: No, I suppose not. Anyway, it's not easy to get them fixed, either. Not many people are up to it.
Customer: Right. So ...?
Woman: And the problem is that by the time you've got it to pieces and put in the new parts and reassembled it, you might as well have replaced it. It's always the same, and it's just as likely to go wrong again in a couple of months.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.
You overhear a woman talking about her new neighbours.
How does she feel?
A offended
B shocked
C suspicious

[pause]

tone

I must say, it surprised me when I saw how many there were in the family. I don't see how they're all going to fit in that small house. And they're obviously quite well-off – you should have seen the amounts of electronic equipment that was carried in, *and* they've got three large cars between them – so why would a wealthy family like that want to live here? It makes you wonder how they earn their living. Not that I've got anything to complain about – they've been perfectly pleasant whenever I've spoken to any of them, though so far they haven't found time to come in for a coffee.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.
You hear a man talking about deep-sea diving.
Why does he like the sport?
A It suits his sociable nature.
B It contrasts with his normal lifestyle.
C It fulfils his need for a challenge in life.

[pause]

tone

I love deep-sea diving. I go at least once every summer. The deeper you go, the quieter everything becomes, until finally all you can hear is the sound of your own heartbeat. It's my way of getting away from it all, finding some peace for once. I spent my honeymoon diving, although my wife's not so keen, and it's not something we always do together. I don't need company necessarily, and I'm not looking for some incredible adventure. I did, however, once join some guys in a cage off Florida, searching for the great white shark. If sharks stop moving, they die. That sounds like me back home!

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.
You turn on the radio and hear a scientist being interviewed about violins.
What is the scientist doing?
A explaining how a violin works
B explaining how a violin is made
C explaining how a violin should be played

[pause]

tone

Interviewer: It's difficult to talk about the beauty of a sound, but our great musicians today still clearly feel that these sixteenth-century Italian violins are the best. Do you agree with them?

Scientist: Well, if you look closely at a violin, um ... it may be a beautiful-looking instrument, but it is basically just a wooden box, whose function is to take a little energy out of the string that the musician plays and to turn it into sound that is then heard by the listener. The function of an individual violin is to provide suitable playing and sound qualities for the musician to express all of his or her emotions.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.
You hear part of a radio programme about CD-ROMs.
What is the speaker's opinion of the CD-ROMs about Australia which she tried?
A Most of them are disappointing.
B You're better off with an ordinary guidebook.
C There's little difference between them.

[pause]

tone

If, like me, you're about to set off for Australia and you haven't yet bought a guidebook, how about trying a CD-ROM instead? Be careful though, the majority of interactive CDs turn out to be a let-down. Many publishers convert printed material to digital format, add a few flashy linkages and expect the buying public to be impressed. I wasn't. In this context, Wilson's multimedia package is a refreshing contrast. It's got all the information, readily accessed from a single-page pictorial index covering states, cities, wildlife, famous people, etc., and the data is accompanied by good still pictures and ninety-two video clips.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.
You turn on the radio and hear a woman giving advice to business people.
What advice does she give about dealing with customers?
A Don't let them force you to agree to something.
B Don't be too sympathetic towards them.
C Don't allow them to stay on the phone too long.

If you have to deal with a customer who keeps ringing your office about a problem you think you've already dealt with, it's important to be forceful. Make them understand that you really sympathise with their problem, but decide on a course of action early in the conversation and try to keep it moving quickly to avoid any difficult areas. If you can, it might be worth your while trying to discover if there is another reason for their persistence, to try to do something about it before they call again.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear part of a radio programme in which a woman called Sylvia Short is interviewed about her job. For questions 9 to 18, complete the sentences.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Interviewer: Good morning, and today we are continuing with our series on careers for young people. In the studio today we have Sylvia Short, who works for a company that produces guidebooks for serious travellers. Now, Sylvia, I believe you left Essex University with a degree in German and Spanish. Tell us something about how you got your job.

Sylvia: My main interest has always been travel. I spent every holiday when I was a student travelling abroad. After I left university I spent a year as an English teacher in Spain, followed by six months as a tour guide in Italy. When I returned to England I applied for loads of jobs advertised in the newspaper, but didn't have any success. So I decided to make a list of every company I wanted to work for and write to them directly, rather than wait for them to advertise.

Interviewer: Good advice to anyone, I think.

Sylvia: Yes, and I was very lucky as the company World Travel needed an assistant in their office in London. I dealt mainly with the post at first, just to get used to their way of doing things. Obviously, I was qualified to do more, but I wasn't in a hurry. Then the manager's assistant announced she was leaving after only being with the company for twelve months, and I applied for her job. The company encourages their staff to apply for higher-level jobs, and I was promoted four months after joining.

Interviewer: Good for you! What does the job involve?

Sylvia: Well, I've expanded the role since I took it on. I'm in charge of all the advertising in the press whenever we publish a new guidebook and I sometimes give talks to people in the travel industry.

Interviewer: Do you find the work interesting?

Sylvia: Oh, yes, it's never boring. We often get odd requests from journalists. They assume we know everything there is to know about travel so they often ring us to see if we can help them. One rang to say he was writing an article and wanted to know whether there were any female football teams in China.

Interviewer: Really? And what other things do you find yourself doing?

Sylvia: Oh, a large part of my job is to make sure my boss is where she should be. She does a lot of TV interviews on all aspects of travel and she also presents a radio programme about adventure holidays every Friday night. In between, she writes articles and now and again comes into the office to find out what's going on there. My job is to keep her fully informed.

Interviewer: What do you think you've learnt from working for her?

Sylvia: Oh, she's an excellent writer and she's helped me, especially when I have to do press releases – she suggests changes, but she's very encouraging, not bossy. She even suggested I did part of a chapter in a new guidebook to Great Britain on my home town, which I enjoyed a lot.

Interviewer: So, how do you see your career developing?

Sylvia: Well, I don't think I'm good enough to be a full-time writer. But my boss has a lot of contacts in the TV world, and I fancy becoming a TV presenter. However, at the moment I'm enjoying my job far too much to give it up.

Interviewer: Do you get to go abroad as part of your job?

Sylvia: Not as often as you'd think! I do spend a lot of time doing things like answering the phone, but I did manage to go to the company's head office in Australia last year for a conference. That was terrific.

Interviewer: Sounds to me like you've got the perfect job, Sylvia! Next ...

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five different people speaking on the subject of motorbikes. For questions 19 to 23, choose the phrase A to F which best summarises what each speaker is talking about. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1

There's nothing like getting on a motorbike, it's wonderful. All my life, I've never travelled any other way. I was eleven years of age when I first started on my brother's bike. I had my licence in nineteen fifty-five and when a company in Birmingham advertised for a test rider I applied and got it. I had to ride all the bikes they made from nineteen fifty-seven through to nineteen seventy-eight, which included hill climbs, reliability trials and speedway races. After the company closed down, I did trick riding with my brother. We called ourselves The Partners Dare, but by then, of course, it was only a hobby.

[pause]

Speaker 2

Well, of course, although many people start off with brothers, fathers or other family members who ride, actually before you go on the road at all in Britain you've got to take a basic training course, and that really gets you off on the right foot. Now, after you've passed that, you're allowed on the road, but we as an organisation strongly recommend that you take further training, and this may be where Dad can help, you know. Then, after that, of course, you're completely free to buy what you like, go on motorways, take passengers, and just thoroughly enjoy motorcycling.

[pause]

Speaker 3

I've a passion for my bike because it takes me away from the day-to-day round of family life, as a mother, and the problems of that kind of existence. I can just put the key in, turn it, and I'm in another world. And I can be relieved of all the stresses and strains, just by riding my bike. Then, you may be going along the motorway and, if cars are passing you, you do see the women sort of turn, and you can lip read them saying 'you look great' or 'well done' and the men always give you a wave in the mirror.

[pause]

Speaker 4

The motorbike seems to be an incredibly strong image. This is because it is the perfect form of transport for the individual. You don't have to take account of any other person, you can cut through traffic, on a very simple level, but there's also the idea of the unity of mind, body and machine. It's really the sense of complete freedom, the sense of being completely in control of your own destiny – it's just great fun. You must do it, it's wonderful, you'll enjoy every minute of it.

[pause]

Speaker 5

My mother bought me a bike as soon as I had my licence and she used to ride thousands of miles on the back in those days. And then when I started side-car competitions, she used to come with me as the side-car partner. In those days we did a lot of races together – just for fun. She was wonderful, the same weight as me, so the balance was marvellous, and she used to enjoy it. I don't know what the rest of the family really thought about it, but my brothers are deeply admiring now. Their wives won't let them ride motorbikes, so they look lovingly at mine sometimes.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear part of a radio interview with Steve Thomas, a young chef who has his own cookery series on television. For questions 24 to 30, choose the best answer, A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: With us today is Steve Thomas, a twenty-three-year-old chef who delights TV audiences with his imaginative cooking programme. Steve, what's the secret of your success?

Steve: Well, I think I'm different from other TV chefs in that I want people to see how I prepare a dish from the word go, so I don't present them with a dish that's half prepared already. If anything should go wrong during the programme, y'know, suppose something gets burned, well, that's part of the experience. When they try preparing it themselves, then they'll see the beauty of the finished product, but not on the screen.

Interviewer: So how did you come to get your own TV series?

Steve: I was working in a restaurant called the Gala in December last year when they came to make a documentary about the place. I didn't even look at the camera. I was too busy making pasta and cooking fish. But the producer spotted me and the following week they phoned me to offer me a job ... The Gala owner wished me all the best and let me go without a complaint.

Interviewer: Wow! Now, is it true that you come from a family of cooks?

Steve: Well, you could say that ... I started cooking at the age of eight. My mum and dad have a restaurant, and Dad used to do all the cooking back then. My mum was too busy looking after us ... Dad insisted that if I wanted some money, I should work for it. And it seemed a lot more interesting to help out in the kitchen and see how things were made than to earn my money washing Dad's car ...

Interviewer: You attended a catering course at college. How did you like that?

Steve: At school I wasn't very good at anything much. At that time, my mind wasn't on anything other than cooking. I found sitting in a classroom, trying to pay attention to things, very, very trying. I managed to get to college though and there I was fine, because when it came to the actual cooking, I knew what I was doing. I realised that a bit of academic work didn't do you any harm either and I found it much easier when I was interested in the subject, and so I've no regrets really.

Interviewer: And now you have a TV programme and several cooks working under your orders. How do you get on with them?

Steve: Oh, I love working with them. But on my programme everyone has to be really special. They need to have gone through college training before they even apply for the job. I suppose the problem is that fairly frequently I tend to raise my voice if they don't work efficiently ... but I'm just as likely to praise them if they do well ... What I say to them is, you want the audience to say we are the best, so we need to make a special effort ...

Interviewer: Is there any chef celebrity that you admire especially?

Steve: I definitely think that Ron Bell is the best, and I'm pleased that he's now got his own food column in a newspaper. I had the great privilege of working with him for a while. What's so special about him is that he's always been enthusiastic about using ingredients that come from the area where he works ... For example the fish of the day would be the catch from the river close to his restaurant. He's been criticised for sticking to old-fashioned recipes, maybe that's a weakness, but I think that's his decision.

Interviewer: I heard that you are also going to write a book.

Steve: Yes, I'm writing it at the moment. It may disappoint readers who expect a lot of glossy pictures, as most cookbooks nowadays seem to be things to look at rather than read ... I've gone for a style that may be less attractive, with fewer colour pictures, but it will be more useful for most types of reader. What I say in my book is that we must remember the success of a meal does not depend on how it looks ... it's what it tastes like and the company of the friends you'll share it with that matters.

Interviewer: Well, thank you, Steve. I look forward to trying some recipes ...

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

SAMPLE

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature .....

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ▭

Centre No.

Candidate No.

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:

Rub out any answer you wish to change using an eraser.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H

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UNIVERSITY of CAMBRIDGE
ESOL Examinations

SAMPLE

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature .....

Examination Title

Centre

Centre No.

Candidate No.

Examination Details

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ⟹

Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.

Part 1: Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this. 0 A **B** C D

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.

For Parts 2 and 3 write one letter in each box. For example: 0 E X A M P L E

Part 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

Part 2

Do not write below here

13		13 1 0 u
14		14 1 0 u
15		15 1 0 u
16		16 1 0 u
17		17 1 0 u
18		18 1 0 u
19		19 1 0 u
20		20 1 0 u
21		21 1 0 u
22		22 1 0 u
23		23 1 0 u
24		24 1 0 u

Continues over ➡

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Part 3

Do not write below here

25		25 1 0 u
26		26 1 0 u
27		27 1 0 u
28		28 1 0 u
29		29 1 0 u
30		30 1 0 u
31		31 1 0 u
32		32 1 0 u
33		33 1 0 u
34		34 1 0 u

Part 4

Do not write below here

35		35 2 1 0 u
36		36 2 1 0 u
37		37 2 1 0 u
38		38 2 1 0 u
39		39 2 1 0 u
40		40 2 1 0 u
41		41 2 1 0 u
42		42 2 1 0 u

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UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

SAMPLE

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature .....

Centre No.

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Examination Details

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

Test version: A B C D E F J K L M N Special arrangements: S H

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

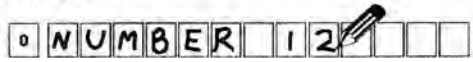
Parts 1, 3 and 4:
Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:

Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start.

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Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write below here

9		9 1 0 u
10		10 1 0 u
11		11 1 0 u
12		12 1 0 u
13		13 1 0 u
14		14 1 0 u
15		15 1 0 u
16		16 1 0 u
17		17 1 0 u
18		18 1 0 u

Part 3

19	A	B	C	D	E	F
20	A	B	C	D	E	F
21	A	B	C	D	E	F
22	A	B	C	D	E	F
23	A	B	C	D	E	F

Part 4

24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C
28	A	B	C
29	A	B	C
30	A	B	C

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